Supreme Court, U.S.
FILED
MAY 3 1991
OFFICE OF THE CLERK

(7)

No. 89-1290

IN THE

Supreme Court of the United States

OCTOBER TERM, 1990

ROBERT R. FREEMAN, *et al.*,
Petitioners,

v.

WILLIE EUGENE PITTS, *et al.*,
Respondents.

On Writ of Certiorari to the United States Court of Appeals for the Eleventh Circuit

---

JOINT APPENDIX

(Volume I, pp. 1-430)

REX E. LEE *
CARTER G. PHILLIPS
MARK D. HOPSON
SIDLEY & AUSTIN
1722 Eye Street, N.W.
Washington, D.C. 20006
(202) 429-4000

GARY M. SAMS
CHARLES L. WEATHERLY
J. STANLEY HAWKINS
WEEKES & CANDLER
One Decatur Town Center
Suite 300
Decatur, Georgia 30031
(404) 378-4300
Counsel for Petitioners

Dated: May —, 1991

CHRISTOPHER A. HANSEN *
STEVEN R. SHAPIRO
JOHN A. POWELL
AMERICAN CIVIL LIBERTIES UNION FOUNDATION
132 West 43 Street
New York, New York 10036
(212) 944-9800

MARCIA BOROWSKI
STANFORD, FAGAN & GIOLITO
1401 Peachtree Street, N.E.
Suite 238
Atlanta, Georgia 30309
(404) 897-1000
Counsel for Respondents

* Counsel of Record

PETITION FOR CERTIORARI FILED FEBRUARY 12, 1990
CERTIORARI GRANTED FEBRUARY 19, 1991

TABLE OF CONTENTS

VOLUME I

	Page
Relevant Docket Entries	1
Complaint	41
Answer	49
Order (5/12/69)	61
Order (11/3/76)	71
Order (1/23/77)	96
Order (4/18/77)	98
Order (5/6/77)	101
Order (10/6/77)	104
Order (12/27/77)	113
Order (5/23/78)	117
Order (9/6/78)	127
Order (10/25/78)	132
Pitts v. *Cherry*, 598 F.2d 1005 (5th Cir. 1979)	133
Order (5/8/79)	138
Order (9/8/83)	151
Order (2/22/84)	162
Order (7/11/84)	170
Pitts v. *Freeman*, 755 F.2d 1423 (11th Cir. 1985)	174
Order (10/31/85)	183
Order (11/7/86)	200
Order (6/30/88)	202
Order (8/11/88)	251
Defendant's Exhibit 2	253
Defendant's Exhibit 3	255
Defendant's Exhibit 4	256
Defendant's Exhibit 5	257
Defendant's Exhibit 6	258
Defendant's Exhibit 11	259
Defendant's Exhibit 13	260
Defendant's Exhibit 19	261
Defendant's Exhibit 20	262
Defendant's Exhibit 24	263
Defendant's Exhibit 25	264
Defendant's Exhibit 32	267
Defendant's Exhibit 41	269
Defendant's Exhibit 60	424
Defendant's Exhibit 61	425

TABLE OF CONTENTS—Continued

	Page
Defendant's Exhibit 73	427
Defendant's Exhibit 216	428
Defendant's Exhibit 222	430

VOLUME II

Plaintiff's Exhibit 22	431
Plaintiff's Exhibit 23	438
Plaintiff's Exhibit 24	450
Plaintiff's Exhibit 25	465
Plaintiff's Exhibit 26	473
Plaintiff's Exhibit 28	476
Plaintiff's Exhibit 32	481
Plaintiff's Exhibit 34	483
Plaintiff's Exhibit 40	484
Plaintiff's Exhibit 42	491
Plaintiff's Exhibit 44	493
Plaintiff's Exhibit 45	495
Plaintiff's Exhibit 47	497
Plaintiff's Exhibit 66	501
Plaintiff's Exhibit 94	504
Plaintiff's Exhibit 96	509
Plaintiff's Exhibit 97a	511
Plaintiff's Exhibit 97b	512
Plaintiff's Exhibit 97c	513
Plaintiff's Exhibit 98a	514
Plaintiff's Exhibit 98b	515
Plaintiff's Exhibit 98c	516
Plaintiff's Exhibit 99	517
Plaintiff's Exhibit 100	518
Plaintiff's Exhibit 101a	519
Plaintiff's Exhibit 101b	520
Plaintiff's Exhibit 102a	521
Plaintiff's Exhibit 102b	522
Plaintiff's Exhibit 103a	523
Plaintiff's Exhibit 103b	524
Plaintiff's Exhibit 104	525
Plaintiff's Exhibit 105	526
Plaintiff's Exhibit 106	527

TABLE OF CONTENTS—Continued

	Page
Plaintiff's Exhibit 107a	528
Plaintiff's Exhibit 107b	529
Plaintiff's Exhibit 108a	530
Plaintiff's Exhibit 108b	531
Plaintiff's Exhibit 108c	532
Plaintiff's Exhibit 109a	533
Plaintiff's Exhibit 109b	534
Plaintiff's Exhibit 109c	535
Plaintiff's Exhibit 110	536
Plaintiff's Exhibit 111	537
Plaintiff's Exhibit 113	538
Plaintiff's Exhibit 114	539
Plaintiff's Exhibit 123a	540
Plaintiff's Exhibit 123b	542
Plaintiff's Exhibit 123c	543
Plaintiff's Exhibit 123d	544
Plaintiff's Exhibit 124b	545
Plaintiff's Exhibit 124c	546
Plaintiff's Exhibit 125	547
Plaintiff's Exhibit 128	548
Testimony of Dr. David Armor Trial Transcript, Vol. V, pp. 3-143	552
Opening Statement of Gary Sams Trial Transcript, Vol. I, p. 7	658
Testimony of William Ferguson Simpson Trial Transcript, Vol. I, p. 147	658
Testimony of Franklin Dean Grant Trial Transcript, Vol. I, p. 232	659
Testimony of Bobby Nelson Stephens Trial Transcript, Vol. II, pp. 32-33	660
Testimony of Robert L. Tucker Trial Transcript, Vol. II, pp. 65-69	661
Testimony of Mary Durr Trial Transcript, Vol. II, pp. 156-61	664
Testimony of Wayne Cohen Huey Trial Transcript, Vol. III, p. 144	669
Testimony of Ruel Morrison Trial Transcript, Vol. III, pp. 199-202	669

TABLE OF CONTENTS—Continued

	Page
Testimony of Ernest Lamar Hallford Trial Transcript, Vol. III, pp. 217-18	672
Testimony of Vivian McMillan Trial Transcript, Vol. IV, pp. 10-16	674
Testimony of Fannie H. Tartt Trial Transcript, Vol. IV, pp. 173-76	679
Testimony of Dr. Bill Strain Trial Transcript, Vol. V, pp. 175, 207-08, 212-15	682
Testimony of Dr. Robert Freeman Trial Transcript, Vol. VI, pp. 61-62, 75-76, 131-33, 154-56	687
Testimony of Phil McGregor Trial Transcript, Vol. VII, pp. 4-28	694
Testimony of Marcia Borowski Trial Transcript, Vol. VII, pp. 83-84, 91, 93-96, 99-103	711
Testimony of Lila Parker Trial Transcript, Vol. VII, pp. 136-41	719
Testimony of Roger Mills Trial Transcript, Vol. VII, pp. 190-94, 200-08	723
Testimony of Stephen Parker Cole Trial Transcript, Vol. VIII, pp. 8-81	733
Testimony of Robert A. Dentler Trial Transcript, Vol. IX, pp. 24-124 Trial Transcript, Vol. X, pp. 113-122	785
Testimony of Frances Pauley Trial Transcript, Vol. X, pp. 147-51, 153	860
Testimony of Melvin Johnson Trial Transcript, Vol. XI, pp. 35, 133-34, 137-44	864

DOCKET ENTRIES

DATE	PROCEEDINGS
1968	
July 5	Complaint filed. Summons issued & delivered to U.S. Marshal.
11	Marshal's return of service executed as to DeKalb Co. Brd. of Ed., Dr. Jas. H. Hinson, Jr., Jim Cherry, Supt. Schools 7-9-68, filed.
29	ANSWER of Defendants, filed.
Sept. 27	Pltfs' motion for preliminary injunction, with memo. in support filed.
	Order that defts. show cause at 2:00 p.m., Oct. 10, 1968, why pltfs' motion for preliminary or permanent injunction & for reasonable attys' fee should not be granted & that defts. be served copies of order forthwith, filed. Copy to counsel.
Oct. 2	Per NE, notice to counsel that above hearing has been reset for Friday, October 11, 1968, at 3:00 P.M.
10	Affidavit of JIM CHERRY, filed.
	Memorandum in opposition to pltfs.' mot. for preliminary or permanent injunction, filed.
11	Came on for hearing, but hour being late, court stated would be set for later date.
22	Ct. reporter's stenotype notes filed.
28	Transcript of proceedings of 10-11-68, filed.
31	Per NE, set for further hearing on plts. motion for preliminary injunction on Thursday, November 14, 1968 at 2:00 P.M., counsel notified.
Nov. 8	Per NE, above hearing reset for Thursday, December 12, 1968 at 10:00 A.M., counsel notified.
Dec. 9	Per NE, above hearing reset for Friday, December 20, 1968 at 10:00 A.M., counsel notified.

DATE	PROCEEDINGS
1968	
18	Per NE, taken off for above hearing, to be reset at later date. Notice to counsel.
1969	
Feb. 18	Per NE, set for hearing on plts. motion for preliminary injunction on Tuesday, March 4, 1969, at 10:00 A.M., counsel notified.
25	Per NE, notice to counsel removing case from above hearing, to be set at a later date. (request made by counsel for continuance)
Mar. 7	Per NE, notice to counsel that case is set for hearing on plts. petition for preliminary injunction on Wednesday, April 9, 1969, at 2:00 P.M.
Apr. 9	HEARING on pltfs' pet. for preliminary injunction. Defts. advised they had just recently adopted a plan of desegration & ct. directed they get copy of plan to pltfs. by Mon., April 14, 1969, that pltrs. make response by Monday, April 21, 1969, & then SUBMIT to ct. at that time for study. Case set for further hearing on Mon., April 28, 1969, at 2:00 p.m.
10	Court reporter's steno notes of 4-10-69, filed.
21	Transcript of hearing on 4-9-69, filed.
22	SUBMITTED PER DOCKET ENTRY OF 4/9/69.
28	Defts' response to pltfs' objections, in form of letter, with two attachments (memoranda), filed. To NE.
29	Further hearing had as cont'd. from 4-9-69. Court took case under consideration.
May 20	Transcript of hearing on 4-30-69, filed. To NE.
21	Court reporter's steno notes, filed.

DATE	PROCEEDINGS
1969	
May 27	Order directing Horace Bohannan, Acting Reg. Dir. for Civil Rights, Dept. of Health, Education & Welfare, Atlanta, Ga., to appear in this court as a witness on Wed., May 28, 1969 at 9:30 a.m., filed. Copy delivered to U.S. Marshal. Copies to counsel.
28	HEARING HAD ON MOTION FOR INJUNCTION: Court took the case under consideration.
June 12	ORDER (allowing DeKalb School Authorities to select one of the two alternatives to be adopted) and JUDGMENT entered & filed. Court retains jurisdiction. Copy to counsel.
17	Marshal's return of service on Order of Court executed on 5-27-69 filed.
26	TRANSCRIPT of hearing 5-28-69, filed.
29	Steno notes of May 28, 1969, filed.
Oct. 13	Reports of defts. pursuant to order of 6-12-69 filed.
1970	
July 21	Report of defts. pursuant to order of court, filed.
Sept. 28	Report of defts. pursuant to order of court, filed.
1971	
July 14	Reports of defts. pursuant to order of 6-12-69, filed.
Aug. 20	Motion for Further relief by John D. Harper, filed. (C to Mr. Candler Per JSW)
26	Response to appeal (above motion) by defts., filed.
Sept. 7	SUBMITTED ON MOTION FOR FURTHER RELIEF BY JOHN D. HARPER.
Oct. 19	Deft's. response to section 5(c) of order dated 6-12-69, filed. To NE.

DATE	PROCEEDINGS
1971	
27	Order filed dismissing the Appeal of John D. Harper. Copy to counsel.
Nov. 24	John D. Harper's Notice of Appeal, filed. c. to counsel/cert. c. to U.S.C.A. w/c of docket sheet.)
Dec. 2	John D. Harper's AMENDED NOTICE OF APPEAL, filed. (Copy to counsel & U.S.C.A. w/copy of docket sheet)
13	RECORD ON APPEAL TO U.S.C.A. via Reg. mail. R.R. ACK. (Counsel advised)
1972	
Feb. 10	Cert. Copy of Order of U.S.C.A. granting appellees' motion to dismiss the appeal, filed. (copy to counsel, 2/10) File returned.
Mar. 16	Order of U.S.C.A. denying appellant's motion for reconsideration of U.S.C.A. order dismissing the appeal, filed. copy to counsel by Clk. of U.S.C.A.
June 29	Report of Pike County Public Schools, filed.
	Report of Dekalb County Board of Education, filed.
28	Pltf's motion to consolidate actions with C.A. 16708, to add parties deft. and for leave to file a supplemental and amended complaint, & proposed supplemental and amended complaint, filed. (Copy to each judge)
July 5	ORDER (SOS) that pltf's motion to consolidate actions, to add parties deft. & for leave to file a supplemental & amended complaint are hereby ALLOWED AND ORDERED FILED, subject to objection, FURTHER ORDERED that the Marshal of this Ct. serve all parties named as additional parties defts. & not previously before this Ct. in the original three principal actions sought to be consolidated herein, filed. (Copy to counsel and each judge) *Pltf's supplemental & amended complaint,* filed. (Cpy to)

DATE	PROCEEDINGS
1972	
11	Summons issued on add'l party defts. & del. to U.S. Marshal.
	Order ext. time thru 7/21/72 for responding to the Motion to consolidate, filed. (Copy to counsel &)
10	ANSWER of Atlanta School to Pltfs' amended complaint, filed.
24	Response to motion to consolidate, filed.
21	Response of the Board of Education of Cobb County to motion to consolidate actions, to add parties deft. and for leave to file a suppl. and amended complaint, filed.
31	Clayton County defts' response to supplemental and amended complaint, filed.
	Response of The Board of Education of Clayton County to motion to consolidate actions, to add parties deft. and for leave to file a suppl. and amended complaint, filed.
Aug. 22	Letter report of deft. with two maps & ltr. by pltf's counsel advising there are no objections to the attendance zone changes, filed.
	Order approving deft's requested changes in attendance areas for the DeKalb County School System and the changes may be invoked for the 1972-73 school year, filed. Copy to counsel.
Sept. 12	Pltfs' Memorandum of Law, filed.
Nov. 17	ORDER by 3 judge panel that all proceedings are stayed until further order of this court, except insofar as a single-judge Ct. may remove stay for discovery or other motions not relating to the request for a 3 judge panel or the motion to dismiss on the question of relief, filed. (c. counsel)

DATE	PROCEEDINGS
1972	
	ORDER that stay is lifted for following purposes & conditions of discovery: (1) Defts. are to furnish Pltfs. with following info for the school year of 1972-73 (2) such responses may be written form or data maps & records (3) Defts. granted until 1/1/73 to respond in writing or until 12/1/72 to set date for pltfs' counsel to inspect records during Dec. (4) except as provided in 2, the motions for protective order of defts. are granted, stay is con't as to all other discovery & motions until further order, filed. (c. counsel)
Dec. 15	Pltfs' motion to vacate stay, with brief & Exh. B, filed.
29	Response of The Cobb County School Board to Courts' Order of 11/17/72, with Exh. A & B, filed.
1973	
Jan. 3	ORDER by three judge panel filed DENYING the motion to vacate the stay previously entered on 11/17/72. Copy to counsel.
9	Response of the Dekalb County School Board to Court's order of 11-17-72, with exh. A&B filed.
June 28	Pltfs' motion to vacate stay, with brief & attachs. filed. (Attachs. in C.A. 16708 only)
July 16	Three-Judge Order filed—directing parties to file briefs within 15 days as to whether the question as amended still presents a three-judge question; after such determination, the court as then constituted will rule on the motion to vacate. (copy to counsel, 7/16)
18	Memo in support of defts' opposition to pltfs' motion to vacate stay & response of defts. Cook, et al in opposition to pltfs. motion to vacate stay, filed. Copy to each Judge.

DATE	PROCEEDINGS
1973	
31	Supplemental brief of Cobb County Board of Education, filed.
	Brief of pltfs. in opposition to a 3 Judge Court, filed.
Aug. 3	Plfts' second brief in opposition to motion for a 3 judge Court, filed. (c. judges)
24	Order directing that this case proceed simultaneously before a three judge panel of Bell, Smith & Moye and as a single judge court before Judge Smith; setting hearing for 9-26-73, at 10:00 A.M., & lifting stay until further order of this court, filed. (Copy to Counsel & SM & JFE 8-24)
29	Pltfs' motion to shorten time for answering interrogs., with interrogs & pltfs' motion to compel answer, filed.
30	ORDER directing that above interrogs. be ans. by 9/10/73, filed. (c. counsel)
Sept. 5	Letter dtd. 8/22/73 from the law firm Weekes, Candler & Sams, representing the Dekalb County Board of Education, advising of the changes in six zones re schools, filed.
10	Buford City Board of Education's Answers to Interrogs., filed. 16708
11	Alonzo A. Grim, Superintendent of Atlanta Public Schools' answer to pltf's interrogs., filed.
12	Answers of Dekalb County Board of Education To Pltf's Interrogs., filed. Copy to each judge.
14	Motion of Pltfs. Armour, et al requesting Hon. Griffin Bell To recuse himself from C.A. 16708, filed.
	Brief in support of above motion, filed.
	ANS. to pltfs. interrogs. by deft. Cobb County School Board, filed.

DATE	PROCEEDINGS
1973	
17	Answers of The Board of Education of The City of Decatur, Ga. to Pltfs' interrogs., filed.
	Answer of Alonzo A. Grim, Superintendent of Atlanta Public Schools to pltf's interrogs. #2, filed.
24	Pltfs' (Armour, et al) Proffer of Proof with attachs., filed.
26	Pltfs. proffer, filed.
	Response to proffer of proof by pltf. of Gwinnett County Board of Education, filed.
	HEARING Three Judge on court order dtd. 8/24/73. Court granted Atty. Margie Hame to tender proffer filed 9/24/73. Atty. Howard Moore filed proffer by pltfs. in Nos. 6298, 12880, 11946. Court served copies by courtroom Clk. Counsel Moore hand served all counsel in courtroom. Court granted counsel 20 days to file response to proffer offered by pltf. (10/17/73). Court granted counsel 20 days to file response to court's questions relating to City-County line sharing of Education (11/6/73).
Oct. 16	Transcript of proceedings had 9-26-73, filed. (In 16708)
Oct. 16	Response to the proffers of proof of the various pltfs' by defts' The Itaca, Dekalb County, Cobb County, City of Marietta, City of Buford and Clayton County with attachments, filed. (In 16708)
17	SUBMITTED PURSUANT TO ENTRY OF 9-26-73. (Did not send file)
23	Response of Atlanta Board of Education to Proffers of Pltf., filed. (Dup. to NE)
	Letter from law firm of Weekes, Candler & Sams stating that report attached to same was in response to an Order of the court, filed.

DATE	PROCEEDINGS
1973	
24	RESPONSE of deft. Fulton County Board of Education to proffers of plfts. Armour, et al, filed on 9/23/73 and 9/26/73 and to proffer of pltfs in nos. 6298, 12880 and 11946 filed on 9/26/73, filed.
Nov. 5	Answers of Gwinnett County Board of Education to questions propounded by the Court on 9/26/73, with attachments, filed.
	Answer to questions propounded by the Court by: (1) The State Defts; (2) The DeKalb County Defts; (3) The Clayton County Defts; (4) The City of Marietta Defts; (5) The City of Atlanta Defts, with appendix, filed. (In C.A. 16708)
6	Pltfs' responses to questions propounded by the Court, filed.
	Pltfs' proffer of proof (public housing), with Appendix A, filed.
	SUBMITTED PURSUANT TO ENTRY OF 9/26/73, "QUESTIONS PROPOUNDED BY THE COURT".
7	Answer of Deft. Fulton Co. Board of Education of ques. propounded by the Court with Exhibit A, B, C, C-1, and C-2, filed. TO SOS (in 16708)
	Answer of Deft. Cobb Co. Board of Education of ques. propounded by the Court with Exhibits A and B, filed. TO SOS (in 16708)
12	Answers of deft Buford City Board of Education of Questions Propounded by the Court, filed. (In 16708)
14	Pltf's responses to questions propounded by the court, filed. (in 16708)
	Supplement to proffer of proof filed 9-24-73, by pltfs', filed.
1974	
July 31	Pltfs' Motion To Vacate Stay & For Hearing with memorandum, filed.

DATE	PROCEEDINGS
1974	
Aug. 22	SUBMITTED ON PLTF'S MOTION TO VACATE STAY & FOR HEARING. (pretains to C.A. 16708 only)
Sept. 23	File returned from NE. Ruling forthcoming from GBB
Oct. 3	Pltfs Motion For Leave To Withdraw Supplemental and Amended Complaint, filed.
11	Pltfs' Motion To Amend Complaint, with *Proposed 2nd Amendment To Complaint*, filed.
23	ORDER (THREE JUDGE) GRANTING pltfs' motion to withdraw their previously filed motion to consolidate, aid parties deft, supplemental and amended complaint, w/o prejudice, filed. (Copy Counsel 10/23)
30	Copies of Order filed 10/23/74, mailed to Philip F. Interidge & Wm. Franklin Dykes High School PTA, returned.
1975	
July 31	Letter from the law firm of Weeks, Candler & Sams with attachments in response of Court Order of 6-12-69, filed.
Sept. 8	Pltfs' motion for preliminary or permanent injunction with brief and attachments, filed. NE
	Pltfs' motion for supplemental relief with brief, filed. to NE
9	HEARING: On petition of several of the class as to why their children cannot be transferred under the M to M system within the school district. Court verbally ruled that on the issue of M to M transfers, the issue is not moot, and on the question of faculty, the court took that matter under consideration.
Sept. 17	Steno notes of hearing had 9/9/75, filed.

DATE	PROCEEDINGS
1975	
19	Pltfs' Motion For Preliminary Or Permanent Injunction filed 9/8/75 returned from NE unsigned, rec'd.
25	SUBMITTED TO NE ON PLTFS' MOTION FOR PRELIMINARY OR PERMANENT INJUNCTION.
Oct. 30	Letter dtd 10/15/75, from Weekes, Candler & Sams, with attachments, filed. (To NE 11/3)
1976	
Jan. 12	Notice to withdraw as counsel of Howard Moore, Jr. for pltfs', rec'd. (Advised to comply with Local Rule 71.7)
Mar. 5	Motion To Waive Application Of Local Rule 71.7 & To Permit The Withdrawal Of Howard Moore, Jr., & Elizabeth Rindskopf, As Counsel Of Record For Pltfs', with brief, Exhibit A, Motion To Withdraw As Counsel, Affidavit, filed. (To NE 3/9)
15	ORDER filed GRANTING movants' request for waiver of the notice requirements of Rule 71.7 & GRANTING the request of Howard Moore, Jr. & Elizabeth Rindskopf to withdraw as counsel of record for pltfs. Copy to counsel.
16	Defts' brief in opposition to waiver of Local Rule 71.7, filed. To NE.
May 11	ORDER that defts' brief in opposition to waiver of Local Rule 71.7 be treated as a motion to reconsider, DENYING same, filed. c.c.
"	ORDER that pltfs. submit within 20 days a memorandum outlining the remaining issues, etc. & defts. have 10 days thereafter to submit a similar memo, upon the requested memo & the 1975-76 HEW report this case will be put in a position for resolution of pending issues, filed. c.c. & c. to Regional Director of HEW. ACK

DATE	PROCEEDINGS
1976	
June 3	Pltfs' memo of issues remaining for Court resolution, filed.
15	SUBMITTED PER ORDER OF 5-11-76.
25	Defts. memo of issues to be resolved, filed. to NE
July 2	Letter dtd 7/14/76, with report showing number of teachers to be employed in Dekalb School System for Fall of 1976, filed. NE 7/8
14	Defts' report showing the expected number of students per school for upcoming year, etc., filed. NE
	Report from Dept. HEW re investigation of effect of school zone changes in DeKalb County, filed. NE
16	ORDER by CAM APPROVING the request of atty. Donald P. Edwards for leave of absence during period of 7-19-76 thru 7-30-76, filed. c.c. NE
July 29	Notice to counsel setting for hearing on all pending matters on August 23, 1976 at 2:00 P.M.
Aug. 11	Deposition Subpoena To Produce Documents & Things To William S. Adams, with acknowledgment of service, filed. NE 8/12
	Deposition Subpoena To Produce Documents & Things To Joe Renfroe, filed. NE 8/12
16	Deft. DeKalb Co. Bd. of Education's motion to determine whether action may be maintained as a class action & to determine the status of the Movant-pltfs. Monica Rocker, et al with brief, filed. NE
	Deft. DeKalb Co. Bd. of Education's motion to quash & motion for protective order with brief, filed. NE
	Defts. memo in opposition to pltfs' motions for supplemental relief & for preliminary or permanent injunction, filed. NE
	Defts. objections to movant's request for production of documents, filed. NE

DATE	PROCEEDINGS
1976	
Aug. 18	ORDER by AJH for NE that pltf. shall proceed with the taking of depositions of William Adams & Joe Renfroe, DENYING the motion to quash the taking of depositions; GRANTING the motion to quash in reference to the production of documents except that pltf. shall have the opportunity to examine the documents at a place designated by defts. & may copy same at expense of pltfs., filed. c.c.
23	Depositions of JAMES J. RENFROE & WILLIAM S. ADAMS, filed.
25	HEARING on pltf's motion for injunctive relief. Court verbally denied defts. motion to dismiss. Counsel to prepare order & submit for signature. HEARING on question of Teacher ratio in the School system. Court stated he would enter an order in this matter.
26	HEARING cont: Court took up matter of M to M transfers. Exhibits admitted.
30	HEARING cont: Continuation of M to M transfers and on Teacher Placement & School District Lines. Exhibits admitted.
31	HEARING cont: cont. on question of Teacher Placement & school lines. Entire case taken under consideration. Pltfs. have 3 days to file affidavits. Parties have 10 days to submit briefs, 3 days to file any response desired. SUBMIT at end of this time. Court retained exhibits.
Sept. 2	SUBMITTED ON DEFT. DEKALB CO. BD. EDUCATION'S MOTION TO DETERMINE WHETHER ACTION MAY BE MAINTAINED AS A CLASS ACTION & TO DETERMINE THE STATUS OF THE MOVANT PLTFS. MONICA ROCKER, ET AL

DATE	PROCEEDINGS
13	Deft's supplemental brief concerning boundary line changes made in school attendance zones with attachments, filed. NE
15	SUBMITTED PER ENTRY OF 8-31-76.
17	Steno notes of proceedings had starting with 8/25/76, filed.
Oct. 8	Deft's objection to substitution of parties, filed. NE
14	Motion of Rebecca Henderson to Substitute Parties w/brief and proposed order, filed (To NE 10/18/76)
29	SUBMITTED ON MOTION OF REBECCA HENDERSON TO SUBSTITUTE PARTIES.
Nov. 3	Opinion allowing intervenors/to Intervene and Certifying Class Action Under Rule 23(b)(2) and ORDER as to M & M Program (See Order for details, filed. (Copy to Counsel 11/03/76)
"	ORDER Granting Motion of Rebecca Henderson to be substituted as a pty pltf representing herself and her minor children—Substituted Richard Henderson by Rebecca Henderson, filed. (Copy to Counsel 11/3)
4	Affidavits for use in lieu of incourt testimony, filed.
	Affidavit of Mrs. Richard Henderson, filed.
17	Pltfs' Motion to Alter or Amend Order w/brief, Affidavit of Claude C. George, Jr. and Proposed Order, filed.
24	Defts' Memorandum in opposition to Pltfs' Motion to Alter and Amend Order of 11/03/76, filed.
Dec. 2	SUBMITTED ON PLTF'S MOTION TO ALTER OR AMEND ORDER OF 11/03/76.
1977	
Jan. 10	Pltfs' selection of members to the Bi-Racial Committee, filed. (TO NE)

DATE	PROCEEDINGS
1977	
	Defts' Counsel (Gary M. Sams) letter to NE with breakdown of students in DeKalb Schools by race and by grade breakdown of teachers employed by school and race, filed.
31	ORDER GRANTING pltfs' motion to amend order of 11/03/76 to the extent enunciated in order, filed. (Copy to Counsel 2/01/77)
Feb. 7	Defts' nomination of members to the Bi-Racial Committee, filed.
12	Deft's memorandum in opposition to certain named individuals being
Feb. 25	Proposed stipulation ext. time thru 4/5/77 for pltfs to respond to defts Memorandum in Opposition to certain named individuals being appointed to the Bi-Racial Committee, rec'd. (To NE for his consiration 2/28/77)
Mar. 3	Pltfs/Memorandum in response to Defts' objections to Certain of pltfs' nominees to the Bi-Racial Committee, filed. To NE
4	Letter dtd 3/4/77, from Roger Mills re:bi-racial committee, filed. (To Ne 3/7/77)
30	ORDER that ct designates the following people to serve as members of the bi-racial committee which shall oversee the operation of the county's M-To-M program and shall review all proposed school zone changes or school site purchases (see order for names); further defts shall designate a member of its administrative staff to serve as an ex-officio member and liason between the school board and the committee; defts to notify individuals listed so that the committee may convene as soon as possible, filed. (Copy to counsel 3/30/77)

DATE	PROCEEDINGS
1977	
Apr. 12	Letter from potential members of biracial committee, rec'd.
	Defts' Motion to Alter or Amend Order of 3/29/77 w/Brief, filed.
15	Pltfs' Response to defts' motion to Alter or Amend order dated 3/29/77, filed.
	SUBMITTED ON DEFTS' MOTION TO ALTER OR AMEND ORDER OF 3/29/77.
18	ORDER DENYING defts' motion to alter or amend the 3/29/77 order—ORDERING defts to convene a meeting of the bi-racial committee by 4/26/77, filed. (Copy to Counsel 4/18/77)
May 6	Letter from Committee requesting ex for M-To-M applications, filed.
6	ORDER ext. M-to-M application through 5/31/77, filed.
July 1	Pltfs' proposed order for Bi-Racial Committee Guidelines, rec'd. (TO NE w/cpy of dkt sheet for his consideration 7/5/77)
Aug. 4	Pltf's motion for Award of Attorneys' Fees, Costs & Expenses with brief, filed. (To NE)
Aug. 12	Deft's proposed Procedural Guidelines, filed.
Aug. 19	SUBMITTED ON PLTF'S MOTION FOR AWARD OF ATTORNEY FEES
Aug. 18	Pltf's Supplemental motion for Award of Attorneys' Fees, Cost & Expenses, with brief, filed. (NE)
Oct. 3	Pltf's Memorandum to the Court, filed. To NE
Oct. 3	HEARING: Cause came on for hearing on motion of pltf. and the Bi-Racial committee to cause the School Board not to put into effect the present plans for movement of students in certain schools in the District. Court took the matter under consideration.

DATE	PROCEEDINGS
1977	
Oct. 4	ORDER that the defts. shall have until 10/10/77 to file their responses to pltf's motions for the award of atty's fees, cost & expenses, filed. (Copy to counsel)
Oct. 6	ORDER APPROVING the school board's proposed zone changes, filed. (Copy to counsel)
Oct. 14	RESUBMITTED ON PLTF'S MOTION FOR AWARD OF ATTORNEY FEES
Oct. 17	Deft's Memorandum in response to pltf's motion for Award of Atty. Fees, Costs & Expenses, filed. To NE
Oct. 26	Steno Notes of proceedings had 10/3/77
Oct. 26	Stipulation to ext. time thru 11/7/77 for plts. to respond to defts Memorandum in Response to pltfs' motion for Attorney's Fees, with ORDER ALLOWING, same, filed. (Copy to counsel) To NE
Oct. 26	Deft's ltr. in accordance with the 1969 Order, enclosing a report showing the number of students, broken down by class & race, of students in each school, filed. To NE
Nov. 8	Pltf's brief in reply to defts' Memorandum in opposition for an award of attys. Fees, Costs & Expense, filed. To NE
Nov. 30	Deft's interrogs. & Request for Production of Documents, filed. To NE
Dec. 1	Deft's racial makeup of teachers in DeKalb School System in accordance with order of 1969, filed. To NE
Dec. 12	Pltf's motion for Protective Order with brief & affidavit, filed. To NE
Dec. 16	Deft's motion to defer consideration with Memorandum, filed. To NE

DATE	PROCEEDINGS
1977	
Dec. 16	Pltf's addition response of to pltf's motion for Protective Order, filed. To NE
Dec. 27	ORDER AWARDING atty's fees and expenses to pltfs in the amount of $12,000.00.
	DENYING pltfs' motion for a protective order and defts motion to defer, as MOOT, filed. (Copy to counsel)
1978	
Jan. 6	Pltf's motion to Clarify & Alter Order of 12/27/78 with brief, filed.
12	Letter dated 1-10-78 re: death of atty. Candler, filed.
Jan. 18	Deft's brief & response to pltf's motion to clarify and Alter Order of 12/27/77, filed.
Jan. 23	SUBMITTED ON PLTF'S MOTION TO CLARIFY & ALTER ORDER OF 12/27/77
Feb. 9	Movant Pltf., Ann Trippe Johnson's motion to intervene as a pltf., with brief & motion for rule to show cause for contempt, with brief, filed. To NE
Feb. 21	Movant Pltf., Ann Trippe Johnson's Amendment to brief in support of motion to show cause why defts should not be held in contempt., filed. To NE
Feb. 22	Pltf's response to motion to intervene & motion for Rule to show cause for contempt, filed.
Feb. 23	SUBMITTED ON MOVANT-PLTF. ANN T. JOHNSON'S MOTION TO INTERVENE AS PLTF. & MOTION FOR RULE TO SHOW CAUSE FOR CONTEMPT
Mar. 2	Stipulation ext. time thru 3/10/78 for pltf's to respond to Movant Ann T. Johnson's motion to intervene as pltf. & motion for rule to show cause for contempt, with ORDER ALLOWING same, filed.

DATE	PROCEEDINGS
1978	
Mar. 13	Defts.' Response to Intervenor's Motion to show cause for contempt and Motion to Intervene, with affidavit, filed. TO NE
28	ORDER Awarding pltfs $13,465.00 in attorney's fees plus expenses of $491.46 and Court Costs, filed. (see order) cpy to counsel. NE
Apr. 14	Pltfs' motion for supplemental relief with brief in support of and exhibits, filed
Apr. 1[illegible]	Deft's motion to allow defts. to Change Attendance Zones with brief, filed. To NE
May 3	ORDER that issues (pltf's motion for supplemental relief & deft's motion to change Attendance zones) be more fully developed and a hearing on these matters will be held on 5/15/78 at 10:00 o'clock a.m., Room 318, U.S. Courthouse, filed. (Copy to counsel) To NE
May 10	ORDER GRANTING Ann T. Johnson's motion to Intervene as pltf.; Hearing will be held on 5/15/78 at 10:00 a.m., Room 318 (at which time pltf's Ann T. Johnson's motion for rule to show cause for contempt will also come before the court), filed. (Copy to counsel) To NE
May 15	HEARING: Cause came on for hearing. Hearing on question of closing Heritage School; Respondents EXHIBITS NO'S 1 thru 8 ADMITTED; Hearing on addition to Flat Shoals School. Hearing on petition to intervene by Ann Tripp Johnson, and Martin Chitwood counsel for Intervenor. After arguments, the Court directed the School Board to pay the intervenor expenses for transp. to & from school and to work out the matter for the future w/out having to file a petition of this kind in the Court. Hearing as to the Authority of the Bi-Racial Committee and of the School Board. The Court stated that he would

DATE	PROCEEDINGS
1978	
	pass an order in the very near future on all these questions heard this date, except the matters of the Intervenor and the authority of the Bi-Racial Committee, no ruling will be necessary in this regard. (NE retained file.)
May 19	Steno notes of 5-15-78, filed.
May 23	ORDER DENYING pltf's motion for Supplemental relief; GRANTING deft's motion to allow a change of attendance zones; DENYING Intervenor's motion to hold defts in contempt, but defts. are DIRECTED to compensate intervenor for the cost of transporting her child to Meadowview after 5/15/78, filed. (Copy to counsel)
May 30	Deft's motion to Alter & Amend Order of 11/3/76 with brief, filed.
May 31	Transcript of proceedings had 5/15/78, filed.
June 2	Pltf's motion to Amend Judgment with brief, filed.
June 8	Pltf's Supplement to brief in support of motion to Amend, filed.
12	Steno notes of May 15, 1978 hearing, filed.
12	Pltfs' response to defts' motion to alter or amend order of 11-3-76 with attachments, filed.
13	SUBMITTED ON DEFTS' MOTION TO ALTER & AMEND ORDER OF 11-3-76.
June 22	Stipulation for ext. of time thru 6/26/78 for defts to respond to pltf's motion to Amend Judgment with ORDER ALLOWING same, filed. To NE
June 26	Deft's brief in response to pltf's motion to Amend Judgment, filed. To NE

DATE	PROCEEDINGS
1978	
June 30	Deft's motion for ext. of time thru 7/11/78 to respond to pltf's response, to defts' motion to Alter or Amend Order of 11/3/76, with brief, with proposed order, filed. To NE.
July 7	Stipulation for ext. of time for defts to respond to pltf's response to defts' motion to Alter or Amend order of 11/3/78, thru 6/30/78 with ORDER ALLOWGING same, filed. (Copy to counsel) To NE
July 7	Deft's documents showing the number of teachers by school, grade & race, which DeKalb County Bd. of Ed. anticipates will be employed for the fall Semester, rec'd.
July 12	Deft's supplemental & responsive brief, relating to motion filed by defts 5/30/78, filed. To NE
July 14	SUBMITTED ON PLTF'S MOTION TO AMEND JUDGMENT.
Aug. 2	Pltf's response to defts' Supplemental brief, filed. To NE
Sept. 6	ORDER DENYING Pltfs' Motion to amend court's order of May 23, 1978 and GRANTING in part and DENYING in part Defts' Motion to alter of amend court's Order of 11-3-76: DIRECTING defendants w/in *10* days to advise all parents of special education students in writing of option of M-to-M program, filed. cc 9-7-78.
Sept. 18	Pltfs MOTION to Alter Judgment, w/Brief, filed.
Sept. 28	Pltf's counsel, Donald P. Edward's petition for Leave of absence from 10/4/78 thru 10/20/78 with proposed order, filed. (To NE for approval)
Oct. 3	Defts Brief in Opposition to Pltfs Motion to Alter Judgment, filed.

DATE	PROCEEDINGS
1978	
5	SUBMITTED ON PLTFS MOTION TO ALTER JUDGMENT.
2/	ORDER Granting Atty Donald P. Edwards request for leave of absence, filed. (c to c).
26	ORDER Denying pltfs' motion to alter or amend the court's order of Sept. 6, 1978, filed. (c to c)
Nov. 6	PLTFS' NOTICE OF APPEAL, filed. (fee & Bond requested) cpy to Counsel & cert. cpy of Notice & Docket to U.S.C.A.
7	Letter dated Nov. 2, 1978 from Atty Gary M. Sams, w/copy of elementary school map and high school map, filed. (placed loose in file)
15	Defts' Personnel report for the DeKalb County School System, per order of 1969, filed
13/	Stipulation waiving bond for costs on appeal, filed. to NE for approval. (no action necessary)
	Pltfs' Suggestion that Successors in Office be Substituted, w/Proposed order, filed.
	Pltfs' Designation of Portion of Record and Statement of Issues on Appeal, filed.
Nov. 30	ORDER that James H. Hinson, Jr. has been duly appointed as Superintendent and that John W. Truelove, John I. Ramsey, Frank B. Jernigan, Joe Willingham, George R. Fellows, David Williamson & John E. Fletcher, Jr. are presently duly elected members of the DeKalb County Board of Education be substituted as defts in place of named defts, their predecessors in said office, fld. cc
Dec. 8	RECORD ON APPEAL mailed to U.S.C.A., certified mail r.r.r. (Parties notified) ACK

DATE	PROCEEDINGS
1979	
Jan. 24	Defts' motn to alter & amend order, w/brief, fld.
31	Stipulation to supplement recond on appeal, filed.
Feb. 05	SUBMITTED ON DEFTS' MOTION TO ALTER & AMEND ORDER.
Feb. 08	Pltfs' response to Defs' motion with affidavit of Oscar Kirk, filed. NE
Mar. 7	SUPPLEMENTAL RECORD ON APPEAL, mailed to USCA ACK (ACK)
Mar. 08	Letter of Gary M. Sams re minutes of the meeting of the Bi-Racial Committee held on Feb. 5, 1979 with copy of minutes, filed.
Apr. 12	Defts' motion to alter or amend Order dated March 29, 1977 with brief, filed.
18	Pltfs' response to defts' motn to replace Bi-Racial committee member, fld.
05	HEARING: On defts motn to alter or amend order of court as to M to M Transfers. Evidence by the deft, witnesses sworn. Deft Movant exhibits #1 thru 16 ADMITTED (no #14). Evidence by the pltf witnesses sworn pltf exhibits 1 thru 9 ADMITTED. Court took the matter under consideration & allowed cnsl one week to file briefs if they desire.
May 9	ORDER DENYING part & GRANTING in part defts. motion to alter or amend, and the deadline for registration in the M-to-M program is ext. til 6-4-79 for this year only, filed. c.c.
	Letter from Charles L. Weatherly dated 4-12-79, filed.
	Letter from Roger Mills dated 4-10-79, filed.
21	Roger Mills notc of w/drawal as co-cnsl for pltfs, rec'd. (Atty notified that he did not comply w/local rule)

DATE	PROCEEDINGS
1979	
31	ORDER that defts' motn to alter or amend order of 3-29-77 is GRANTED & Mr. Mayweather is APPOINTED to the Bi-Racial Committee, fld. cc 6-1-79
Aug. 08	Certified copy from the USMC that the judgment of the District Court is affirmed. It is further ordered that the pltfs-appellants pay to the defts-appellees the costs on appeal to be taxed by the Clerk of this court, fld. cc
23	Transcript of proceding had on 4-5-79, fld.
Oct. 4	Steno notes of proceedings held 4-5-79, filed.
1980	
May 22	Letter dated 5-16-80 to NE from Gary M. Sams RE: Boundary line agreement.
July 11	REPORT of DeKalb County School System pursuant to order of June 1969. NE—Noted & retn'd
	REPORT of Glen Haven Elementary School & Rowland Elementary School pursuant to order of June 1969. NE—Noted & retn'd
Aug. 20	LETTER from Judge Edenfield to Mr. Sams dated Aug. 18, 1980 re: Redan Elementary or the New Mainstreet SCHOOL, w/attachments.
Oct. 28	REPORT of Gary M. Sams, pursuant to order of June 12, 1969. NE
	LETTER dated Oct. 27, 1980 from Judge Edenfield to Gary M. Sams re: Bi-Racial Committee REPORT of Gary M. Sams re: DeKalb County School System. NE
Nov. 13	ANNUAL REPORT of the Bi-Racial Committee.
1981	
Jan. 8	ORDER transferring case from Judge Edenfield to Judge O'Kelley. c.c. 1/20/71.

DATE	PROCEEDINGS
1981	
22	NOMINATIONS by Pltf to Biracial Committee & RESPONSE to defts nominations w/attach.
1982	
April 8	ORDER that the court wishes to hear from the parties on the petition to increase the size of the committee by two seats and to confer w/both sides about the status of the case & the future course of the committee. The Court will set a conference for 5/ / at 10:00 AM in chambers. The Court will defer consideration of the two extra seats the committee until after that conference. cc & eod 4/9/82.
Aug. 18	Ptlf picked up Exhibits. pp
Oct. 26	Deft picked up Exhibits. pp
1983	
May 5	MISC CONF: CT discussed with those present the issue dealing with the cap put on the total number of students to be accepted into Lakeside High School via transfer under the majority to minority rule. Also discussed the Briarcliff and Henderson Schools being alternate schools. Also discussed adding to replacements to fill the vacancies on the BiRacial Committee
Jul. 22	REPORT TO COURT as to Change of attendance Zones
Aug. 5	SUGGESTION for SUBSTITUTION of Parties w/ prop order by pltf
	MOTION by pltf for prel inj and MOTION for Supplemental Relief
Aug. 10	ORDER that Court will hold an evidentiary hearing on pltfs Motion for prel inj at the first available date cc 8-11

DATE	PROCEEDINGS
1983	
Aug. 25	NON-JURY TRIAL on pltfs motion for prel inj and for additional relief: ORDER substituting party defts Robert Freeman, Superintendent be substituted in place of James Hinson, Jr., that Lyman Howard, Norma Travis, and Phil McGregor be substituted as deft DeKalf County Board of Education members in place of John Truelove, Ray Jackson, and Claiborne Powell, fLD: cc 8-31
Aug. 26	NON-JURY TRIAL CONT: EXHIBITS ADMITTED
Aug. 29	NON-JURY TRIAL CONT: Defts BRIEF IN OPPOSITION to pltfs Mot for prel inj and Mot for supplemental relief, FLD;
Aug. 30	NON-JURY TRIAL CONT:
Aug. 31	NON-JURY TRIAL CONT: Pltfs MEMORANDUM of points and authorities on majority to minority transfer provisions, FLD: CT made oral findings into the record-written opinion will follow (exhibits retained by CT, also file)
Sept. 8	MEMORANDUM OPINION that Court is compelled to grant relief to the pltf; CT confirms its oral order of Aug. 31, 1983 Directing deft DeKalb County School System to accept students on the M to M waiting list for attendance at Lakeside up to Maximum enrollment of 1595 cc 9-8-83
Oct. 6	STENO NOTES of proceedings had Aug. 25, 1983 & Aug. 29, 1983.
Oct. 18	ORDER APPOINTING the following to Bi-Racial Committee: Juanita Boranco, Cheryl Espy, Archie Webber, and John C. Kapsaroff; Ct will appoint additional members at a later date and will establish terms for all members at that time. cc 10-19

DATE	PROCEEDINGS
1983	
Nov. 17	MOTION by Donald P. Edwards atty for pltfs, for leave of absence 12-9-83 thru 12-29-83 w/proposed order, attachment, (WOK for approval)
Dec. 27	SUBMITTED ON MOTION BY DONALD P. EDWARDS, ATTY FOR PLTFS, FOR LEAVE OF ABSENCE 12/9/83 thru 12/29/83
29	ORDER DENYING motion by Donald P. Edwards, atty for pltfs, for leave of absence 12/9/83 thru 12/29/83, c/c & EOD 12/30/83
1984	
Jan. 11	Cpy of order of 12/20/83 to Donald P. Edwards ret'd, "unable to forward"
23	MOTION by HOLD for leave to Intervene, Memorandum, proposed complt (WCO)
24	MOTION by FOR to Intervene as a pltf, brief, proposed complt (WCO)
30	MOTION bu HOLD, Movant-Intervenor, for expedited hearing, memorandum (WCO)
Jan. 31	HEARING: on pltfs' verbal motion for a continuance of trial; Ct DENIED pltf's motion for a continuance; GRANTED the request of atty for HOLD permission to participate in deposition of Roger Mills to the limited extent to determine HOLD's standing to intervene in the case, DENIED insofar as it may have related to the merits of the case.
Feb. 1	NON-JURY TRIAL: on the merits as to the issues relating to the Redan School District. (pltfs abandoned their request for relief as to the Knollwood Sch) Ct. GRANTED HOLD's motion for an expedited hearing; after hearing oral arguments on HOLD's & FOR's motions to interven, ct DENIED said motions at this time.

DATE	PROCEEDINGS
1984	
2	NON-JURY TRIAL CON'T: pltf's EXHIBITS ADMITTED
3	NON-JURY TRIAL CON'T: defts' EXHIBITS ADMITTED
6	NON-JURY TRIAL CON'T: ct adjourned until 2/10/84 for oral argument
9	TRIAL BRIEF on behalf of defts
10	NON-JURY TRIAL CON'T: Ct made verbal findings into the record denying relief requested by pltfs as to the Redan School District. Written opinion to follow. Exhibits retained by the Ct.
22	ORDER ACCEPTING the resignation of Roger Mills as a member of the Bi-Racial Committee, Ct will not fill the vacancy and will not make any appointments to the Bi-Racial Committee until the conclusion of the current school year, c/c & EOD 3/1/84
22	MEMORANDUM OPINION: directing the clerk to enter judgment in favor of defts and against pltfs; DENYING pltfs' motion for preliminary injunction on the Redan issue; prior to trial, counsel for pltfs abandoned the portion of the motion dealing w/ Knollwood Elementary School, therefore no ruling required, c/c & EOD 3/1/84 (pltf's exhibits, deft's exhibits & joint exhibits in exh. Room
29	JUDGMENT ENTERED that the Ct finds in favor of the pltfs as to issues related to Lakeside High School as setforth in this Ct's order filed 9/8/83 and that that Ct finds in favor of the defts as to the issues setforth in the Ct's order of 2/22/84, c/c & EOD 3/1/84

DATE	PROCEEDINGS
1984	
Mar. 23	NOTICES OF APPEAL (two) by pltfs from Order of 2/22/84 & Judgment of 2/29/84; Pltfs appeal from the judgment only as to those issues contained in the order of 2/22/84, including the denial of the disc requested (fees & bond not paid), ltr to Mr. Edwards requesting fees & bond, cert copy of dkt, Notice Order & Judgment to USCA 3/26/84 ACK USCA #84-8286
23	TRANSCRIPT of proceedings had 2/2/84
26	Cost bond on appeal by pltf
29	BILL OF COSTS w/brief & attachments by pltf in the amt of $2,275.82, cc & eod 4/3/84
Apr. 3	COSTS TAXED in the amt of $2,275.82 for pltf, cc & eod 4/3/84
9	MOTION by defts to review & disallow costs, brief
12	SUBMITTED ON BILL OF COSTS OF PLTF AND DEFTS' MOTION TO REVIEW AND DISALLOW COSTS
12	Ltr from Donald Edwards, atty for pltf, designating record to be sent on Appeal (notified atty that that consent of other party was needed) (WCO)
18	WITHDRAWAL OF BILL OF COSTS by pltf w/ proposed (to WCO for approval)
18	WITHDRAWAL OF A DUPLICATE NOTICE OF APPEAL by pltf w/attachment (to WCO for approval)
21	ORDER GRANTING pltfs' withdrawal of Bill of Costs, cc & eod 4/23/84
26	Ltr from Donald P. Ewards & Gary Sams, dated 4/24/84, Designating Supplemental record to include transcript of proceedings dated Feb. 1, 2, 3, 6, & 10, 1984, Order dated 10/5/77 and Order dated 5/8/79 to be sent on Appeal

DATE	PROCEEDINGS
1984	
May 2	REQUEST by pltfs for transcripts re hearing on 2/1/85; 2/2/84; 2/3/84; 2/6/84; 2/10/84
30	MOTION of pltfs. for an award of fees and costs w/brief & attchs.
June 12	BRIEF of deft. in opposition to pltf's mot. for costs & atty's fees.
20	SUBMITTED ON MOTION OF PLFTS FOR AWARD OF ATTY'S FEES & COSTS.
	RECORD MAILED TO USCA 11 VIA CERT. MAIL. (ACK) ACK
22	SUPPLEMENTAL MEMORANDUM by plas in support of their motion for attys' fees & costs (WCO)
July 3	ORDER APPOINTING the Bi-Racial Committee to be constituted as follows: Juanita Boranco, Cheryl Espy, Archie A. Webber, and John C. Kapsaroff to serve on the Committee until 7/1/85; and Jay B. Goldman, the Rev. Jimmie L. Smith, Dr. Wytch Stubbs, Judith A. O'Brien, and Bobbie K. Sanford to serve on the Committee until 7/1/86, cc & eod 7/6/84
July 11	ORDER DENYING pla's motion for atty's fees & costs incurred in the "Lakeside High School" phase of this action. copies served by jwe on 7/12/84
Aug. 10	NOTICE OF APPEAL by plas from Order of 7/11/84 which denied plas' motion for atty fees & costs (fees & bond pd) cert cpy of dkt, NOA, Order to USCA & eod 8/13/84 82-8662
13	CERT SUPPLEMENTAL RECORD ON APPEAL to USCA, consisting of 1 vol. by cert mail, rrr
21	EXHIBITS (D-13, D-19, D-18, D-20, D-1, D-3) picked up by counsel for deft & Hand Carried to the U.S.C.A., 11th Cir.

DATE	PROCEEDINGS
1984	
23	CONFERENCE: w/parties and the Bi-Racial Committee. Parties represented by Don Edwards, Gary Sams & Charles Weatherly. Also, Dr. Robert Freeman, Mr. Strain and Ms. Andrews were present. In addition thereto Ms. Juanita Baranco, Ms. Cheryl Espy, Mr. Archie A Webber, Mr. John C. Kapsaroff, Jay B. Goldman, Rev. J. L. Smith, Dr. Wytch Stubbs, Ms. Judith A. O'Brien & Bobbie K. Sanford, constituting the Bi-Racial Committee as it now exists, were present.
Oct. 1	MOTION by plfts for injunction pending appeal w/proposed order
2	ORDER DENYING pltfs' motion for injunction pending appeal, cc & eod 10/3/84
Nov. 8	STENO NOTES of proceeding had 8/23/84
1985	
Apr. 15	CERTIFIED COPY of judgment UScA AFFIRMING decision of USDC, and pltfs-appellants to apy costs, w/OPINION. (cc & eod 4-18-85)
23	CERTIFIED COPY of judgment from USCA (re appeal #84-8286) received, reversing & remanding case to district court, w/opinion, bill of costs.
	PROPOSED order making mandate of USCA the judgment of district court. (to WCO)
29	ORDER making mandate of USCA the judgment of district court. (cc & eod 4-30-85)
	CERTIFIED COPY OF JUDGMENT FROM USCA that judgment of District Court is REVERSED and case is REMANDED to District Court for further proceedings in accordance, with opinion of this court, w/OPINION, BILL OF COSTS, & ORDER that appellants' motion for award of atty's fees is remanded to district court for consideration at the conclusion of the litigation. (cc & eod 4-30-85)

DATE	PROCEEDINGS
1985	
July 3	CONFERENCE: Court directed counsel to file statements of their respective positions as to hwat the court is required to do, and to attach copies of their briefs to 11th Circuit, no later that 7-12-85; clerk to submit thereafter.
10	STENO NOTES of proceedings held before Judge O'Kelley 5-5-83, 8-31-83, 10-14-83 and 1-30-84.
19	SUBMITTED PER INSTRUCTIONS OF COURT AT CONFERENCE 7-3-85, RE STATEMENTS OF POSITIONS.
Aug. 13	ORDER setting hearing for 8/23/85 @ 10:00 a.m.; action shall be resubmitted after hearing. (copies mailed by ct dep 8/13/85; eod 8/16/85)
	Court retained orig. filed.
23	HEARING: plas to file briefs w/in 10 days; dfts to reply (days allowed for reply not shown on minute sheet); clerk to resubmit for ruling no later than 9/16/85.
	Court retained orig file.
Sept. 20	SUBMITTED PER INSTRUCTIONS OF COURT AT HEARING 8/23/85.
Oct. 9	ORDER reappointing as member of the Bi-Racial Committee Archie A. Webber; appointing new members Elizabeth Hudson, Ralph Davis, Jr., Barbara DeBardelaben and Johnny Jones, with their tierms of office to run until July 1, 1987. (CC & eod 10/11/85)
31	ORDER that court DENIES plas' request to enjoin implementation of defts' plan (cc & eod 10/31/85)
	JUDGMENT ENTERED in favor of dfts & against plas, dfts to recover costs. (cc & eod 10/31/85)

DATE	PROCEEDINGS
1985	
Nov. 21	EXHT. RETURN LETTERS mailed to counsel, rrr. ack ack
Dec. 2	BILL OF COSTS against plas in amount of $3751.30, by dfts. (counsel notified)
11	Dfts picked up exhts.
16	COSTS TAXED against pla in amount of $3751.30. (cc & eod 12/18/85)
1986	
Jan. 16	MOTION for final dismissal w/memo by dfts.
28	STIPULATION approved by clerk ext time thru 2/6/86 for plas to respond to dfts' motion for final dismissal. (cc & eod 1/29/86)
Feb. 4	Pla picked up all exhts.
7	RESPONSE of plas to motion for final dismissal.
20	SUBMITTED on DFTS MOTION FOR FINAL DISMISAL.
27	ORDER granting plas request for 3 months in which to conduct discovery; consideration of dfts motion for final dismissal is deferred until after disc. & the hearing which will be scheduled; motion to be resubmitted after hearing. (cc & eod 2/28/86)
May 27	STIPULATION of parties for order ext time period of disc, w/proposed roder. (to
30	ORDER ext disc thru 6/27/86. cc & eod 6/2/86
Jun. 05	MOTION of plas to submit addt'l interrogs to dfts w/memo & attachments.
Jul. 15	MOTION of pla to Compel dfts to Answer plas third set of interrogs

DATE	PROCEEDINGS
1986	
16	STATUS TELE CONF: Ct scheduled a pretrial conf for 9:30 Aug 8, 1986 & instructed counsel to be prepared to address any disc disputes & other matters
30	RESPONSE of dfts to Motion to compel dfts to answer plas 3rd interrogs
Aug. 11	SUBMITTED ON PLAS MOTION TO COMPEL
12	ORDER that disc will end Oct 31, 1986; parties to submit a consolidated proposed pretrial order by Nov 15, 1986; GRANTING plas mot to compel & plas motion to subm additional interrogs cc 3-14
Sept. 19	ORDER REAPPOINTING Jay B. Goldman & Ms Bobbi Sanford to membership of Bi-racial Committee for DeKalb County School System; CT APPOINTS new members, Saran G. Cooper, Ronald D. Phillips, Timothy J. Sweeney & Ralph W. Wright; terms shall run until July 1, 1988 cc 9-29
Oct. 24	ORDER ext disc thru Nov 15, 1986; PTO due Dec. 2, 1986 cc 10-24
24	ORDER that Mrs. Sarah G. Looper is relieved from serving on Bi-Racial committee due to a continuous conflict with that meeting date cc 10-24
31	NOTICE OF TAKING DEPOSITION of Robert Dentler
Nov. 5	IN CHAMBERS MISC CONF: Written order to follow
7	ORDER ext disc only for purpose of allowing parties to depose three experts: (1) Dr. Walberg (2) Dr. Dantler (3) Dr. Cole; any disc matters other than these must be concluded by Nov. 15, 1986; parties to submit prop PTO one week before trial if trial is held on currently scheduled date of Jan 20, 1987 (see order for details) cc 11-11

DATE	PROCEEDINGS
1986	
12	NOTICE to take DEPOSITION of DR. JOHN KICKLIGHTER by pla
17	REQUEST of pla for an ext of time to complete disc and for resetting of date for hearing on Motion for Dismissal
17	NOTICE of appearance by Kathleen L. Wilde for pla
17	Letter dated Nov 14 to WCO from plas re: termination of their lead atty
19	MOTION w/brief requesting permission to withdraw as attorney of Record for plaintiffs by Attorney Donald Edwards
21	HEARING on plas motions filed Nov 17, 1986; dfts MEMORANDUM in opposition to plas motions of Nov 17, 1986, FLD: written order to follow
26	MOTION by plas to require dfts to produce data requested in plas 4th interrogs & for reconsideration of motion to ext disc & reschedule hearing date
Dec. 5	REPLY of dft to plas motion to require dfts to produce data in merged form & for reconsideration of motion to extend disc & reschedule hearing date
10	REPLY BRIEF of pla in support of motions for merger & Reconsideration
11	ORDER GRANTING atty Donald Edwards motion to withdraw as atty for plas; GRANTING plas request that the hearing date on dfts motion for final dismissal be rescheduled for April; DENYING plas request for production of documents cc 12-15
1987	
Jan. 2	NOTICE to take DEPOSITION of ROBERT DENTLER by dfts

DATE	PROCEEDINGS
1987	
26	STENO NOTES of proceedings held on 2/1/84, 2/2/84, 2/3/84, 2/6/84, 2/10/84, 10/2/84 and 8/23/85.
Mar. 12	STIPULATION re: disc
27	IN CHAMBERS PRETRIAL CONF: CT will enter pretrial order
31	ORDER re pretrial conf; trial on pending motion will take apprx 13 days beginning July, 1987; attached are dfts proposed pretrial order & plas outline of the case. CT will consolidate these documents to form pretrial order; The Ct approves these documents as consolidated as the pretrial order of the Court. cc 4/7
Apr. 27	STENO NOTES of proceeding held on 10/23/86.
May 8	Case is set for trial on dfts Mot to Dismiss at 9:30 am July 6, 1987 (non-jury approx 2 weeks)
June 29	Letter dated June 26 from Kathleen L. Wilde to LDT re substitute portions of PTO, rec'd
30	Letter dated June 29 from Gary M. Sams to LDT re supplement to dfts PTO, rec'd
Jul. 1	MOTION of Amicus Curiae League of Women Voters of DeKalb County for leave to file brief
2	TRIAL BRIEF of pla in Opposition to dfts motion to dismiss
6	NON-JURY TRIAL dft EXHIBITS ADMITTED
July 8	NON JURY TRIAL CONT: Verbal MOTION by plas to exclude dfts exhibits 89-94, 105, 110-119 and 138 motion DENIED
9	NON JURY TRIAL CONT: plas EXHIBITS admitted

DATE	PROCEEDINGS
1987	
6	PROPOSED findings of fact by dfts'. (WCO)
	PROPOSED conclusions of law on motion to dismiss by dfts'. (WCO)
	PROPOSED findings of fact and conclusions of law by plas. (WCO)
7	non jury trial
13	NON-JURY TRIAL CONT:
14	NON-JURY TRIAL CONT:
15	NON-JURY TRIAL CONT:
16	NON-JURY TRIAL CONT:
20	NON-JURY TRIAL CONT:
21	NON-JURY TRIAL CONT:
22	NON-JURY TRIAL CONT: CT allowed dfts 20 days after receipt of transcript to file post trial brief; allowed plas 15 days receipt of dfts brief to file a reply Clerk to submit
31	STENO NOTES of proceedings held on 07/13/87 and 07/16/87.
Jul. 24	MOTION by pla for supplemental relief w/brief
Aug. 10	RESPONSE of dfts to plas motion for supplemental relief
24	SUBMITTED ON PLAS MOTION FOR SUPPLEMENTAL RELIEF
Sept. 4	ORDER DEFERING ruling on plas motion for supplemental relief until CT rules on dfts motion for final dismissal cc & eod 9/10
25	STENO NOTES of proceedings held on: 07/16/86, 08/08/86, 12/05/86, 11/21/86, 03/27/87, 07/01/87, 07/06/87, 07/07-08-09/87, 07/14/87, 07/15/87, 07/20-21-22/87.

DATE	PROCEEDINGS
1987	
Sept. 25	TRANSCRIPT of proceedings had July 9, 1987
Oct. 13	PROPOSED AMENDED FINDINGS OF FACT by dft
13	POST TRIAL BRIEF of dfts in support of their motion for a declaration of unitary status and for final dismissal
Oct. 28	MOTION by pla to require dfts to file Junior High plan
28	POST TRIAL BRIEF in opposition to dfts motion for declaration of unitary status and final dismissal
Nov. 9	REPLY of dft to plas post trial brief in opposition to motion for a declaration of unitary status and for final dismissal
9	BRIEF of dft in response to plas motion to require dfts to file Junior High Plan
16	SUBMITTED PER ENTRY of JULY 22 AND PLAS MOTION TO REQUIRE DFTS TO FILE JUNIOR HIGH PLAN
1988	
Jan. 22	TRANSCRIPTS of proceedings of July 6, 7, 8, 9, 13, 14, 15, 16, 20, 21 & 22, 1987
June 30	ORDER that DCSS shall have option of implementing a plan by 9/88 or 9/89 to achieve Singleton compliance w/regard to both teacher & principal assignments. DCSS shall file a report w/ct detailing the plan. DCSS shall attempt to equalize per pupil expenditures among types of schools during 88/89 school year. W/in 2 mos of end of that school year, DCSS shall file report w/ct showing per pupil expenditures. Dena Bi-Racial Committee is hereby abolished. Ct DENIES motion of defts to dismiss. Ct GRANTS IN PART pltf's motion for suppl relief & DENIES motion to require defts to file a Jr. High Plan. Local counsel picked up copies. cc

DATE	PROCEEDINGS
1988	
Jul. 13	MOTION by pla for Reconsideration w/brief in support
Aug. 1	RESPONSE of defts to pltf's motion for reconsideration.
3	SUBMITTED ON PLTF'S MOTION FOR RECONSIDERATION.
11	ORDER DENYING pltf's motion for reconsideration. cc
29	MOTION of pltf for award of costs & atty's fees w/brief.
Sept. 9	ORDER CERTIFYING order order of 6/30/88 for interlocutory appeal. FURTHER ORDERED that consideration of motion for attys' fees id deferred; the deadline for submission of supplements to the motion and response is suspended. cc
9	NOTICE OF APPEAL by pltfs from order of 6/30/88 & order of 8/11/88. Fees paid. cc Cert c/dkt, NOA, orders to USCA. 88-8687
Sept. 20	NOTICE OF APPEAL by defts from (portions of) order of 9/9/88. No fees paid. cc Cert c/dkt, NOA, order to USCA. Ltr re fees sent. ACK by USCA 88-8687
28	APPEAL FEES paid re NOA of 9/20/88 by defts. USCA notified 10/5/88 ack.
30	FORTHWITH LTR re 88-8687 from USCA.
Oct. 7	STENO NOTES of proceedings of 11/23/87 & 9/8/88.
21	JOINT MOTION to designate previous orders as part of Record on Appeal w/brief (to WCO for approval)

DATE	PROCEEDINGS
1988	
Oct. 24	Certified copy of order of USCA Granting petition for permission to appeal pursuant to 28 USC 1291(b) w/cover ltr to counsel advising 2 separate filing fees are required. They have docketed one case as the main appeal and other as the cross-appeal, but there is only one case number assigned to both. 88-8775 cc
26	APPEAL FEES paid by defts re 88-8775 USCA notified ACK
Nov. 1	ORDER GRANTING joint motion to designate previous order as part of the record on appeal. (Orders of 6/12/69, 11/3/76 & 10/31/85 should be made part of record on case and transmitted to USCA) cc copy of this order & joint motion & brief of 10/24/88 to USCA (brief details which orders are designated)
7	Letter, dated 11/4/88 from J. Stanley Hawkins of Weekes & Candler stating defts-appellees request that all of the exhs accepted into evidence by ct at hearing held from 7/6 thru 7/22/87 be included in record transmitted to Ct of Appeals.
7	Fees paid by pltfs re 88-8775 USCA rec'd money and forwarded it to us.
10	FORTHWITH ltr from USCA re 88-8775 & 88-8687
17	NOTICE OF APPEARANCE of atty Marcia W. Borowski for pltfs.

IN THE UNITED STATES DISTRICT COURT
FOR THE NORTHERN DISTRICT OF GEORGIA
ATLANTA DIVISION

Civil Action No. 11946

WILLIE EUGENE PITTS, a Minor, by his Mother and Next Friend, MRS. ANNA MAE PITTS; VICTOR MARTIN, a Minor, by his Father and Next Friend, ROBERT L. MARTIN; KELVIN, FELICIA, ALFRED, ORMA, and ALFREDIA HENDERSON, Minors, by their Father and Next Friend, RICHARD HENDERSON; PATRICIA JOYCE REEVES, a Minor, by her Mother and Next Friend, MRS. ROSA LEE REEVES; ANTHONY REED and CECILIA SEARCY, Minors, by their Mother and Next Friend, MRS. JUANITA SEARCY; NED and BECKY STONE, Minors, by their Father and Next Friend, ALFRED E. STONE, JR.; JOY, BRIDGET, and SANDRA BECKER, Minors, by their Father and Next Friend, LOUIS E. BECKER; and all others similarly situated,

Plantiffs,

-vs-

JIM CHERRY, Superintendent of Schools, DeKalb County, Georgia; DR. JAMES H. HINSON, JR., President, DeKalb Junior College; and DEKALB COUNTY BOARD OF EDUCATION,

Defendants.

COMPLAINT

[Filed Jul. 5, 1968]

1. The jurisdiction of this Court is invoked pursuant to the provisions of Title 28, United States Code, Section 1343(3), this being a suit in equity authorized by law, Title 42, United States Code, Section 1983, to be brought to redress the deprivation under color of state statute,

ordinance, regulation, custom or usage of rights, privileges and immunities secured by the Constitution and laws of the United States or by any act of Congress providing for the equal rights of citizens. The rights here sought to be protected are rights secured by the Thirteenth Amendment and by the equal protection clauses of the Fourteenth Amendment of the Constitution of the United States, Title 42, United States Code, Sections 1981 and 2000(d), and Sections 80.4 and 181, et seq., 45 Code of Federal Regulations, as revised.

2. This is a proceeding for a preliminary and permanent injunction enjoining defendants from operating the public school system of DeKalb County, Georgia on a racially segregated basis.

3. This is a class action brought by the adult plaintiffs for the minor plaintiffs on behalf of themselves and on behalf of other adults and minors similarly situated, pursuant to the provisions of Rule 23(b)(2) of the Federal Rules of Civil Procedure. There are two classes of plaintiffs. Members of the first class are all adult Negro citizens and their minor children, of the State of Georgia, who reside in DeKalb County, Georgia. Members of the second class are all adult white citizens and their minor children, residing in DeKalb County, Georgia, who favor integration of their schools. The minors are all eligible to attend the public schools of DeKalb County, Georgia. The members of both classes are all similarly affected by the action of the defendants in maintaining and operating the public school system of DeKalb County, Georgia on a racially segregated basis. The named plaintiffs adequately represent the interests of each of their classes.

4. The adult plaintiffs in this case are all citizens of the United States and of the State of Georgia, residing in DeKalb County, Georgia. Each adult plaintiff is the parent of one or more minor children who are eligible to attend the public schools, under the control of the defendants. Each minor plaintiff is likewise a citizen of the

United States and of the State of Georgia, residing in DeKalb County, Georgia.

5. All of the named plaintiffs are members of the Negro race with the exception of the adult plaintiffs ALFRED E. STONE, JR., and LOUIS E. BECKER, and the children named of each. The race of these latter adult and minor plaintiffs is white.

6. The minor plaintiffs attend the following grades and schools within the system administered by the defendants: WILLIE EUGENE PITTS, eighth grade, Cross Keys High School; VICTOR MARTIN, tenth grade, Cross Keys High School; KELVIN, FELICIA and ALFRED HENDERSON, Rock Chapel elementary school; ORMA and ALFREDIA HENDERSON, Lithonia High School; PATRICIA JOYCE REEVES, fifth grade, Lynwood Park elementary school; ANTHONY REED, ninth grade, Cross Keys High School; CECELIA SEARCY, fifth grade, Jim Cherry Elementary School; NED STONE, eight grade, Druid Hills High School; BECKY STONE, Fernbank Elementary School; JOY and SANDRA BECKER, eleventh grade, Druid Hills High School; and BRIDGET BECKER, seventh grade, Fernbank Elementary School.

7. JIM CHERRY, DR. JAMES H. HINSON, JR., and the DEKALB COUNTY BOARD OF EDUCATION, DeKalb County, Georgia, are the defendants named herein. Defendant JIM CHERRY is the Superintendent of the public schools of DeKalb County, Georgia, and is the Chief Administrative Officer thereof. He holds office pursuant to the laws of the State of Georgia, subject to the authority and control of the DeKalb County Board of Education. He is sued in both his official and individual capacities. DR. JAMES H. HINSON, JR., is the President of DeKalb Junior College, a public school under the authority and control of the DeKalb County Board of Education. He is the chief administrative officer thereof, and is sued in both his official and individual capacities.

8. The DeKalb County Board of Education exists pursuant to the Constitution of the State of Georgia, and the laws of the State of Georgia, as a governmental agency of the State of Georgia, charged with the governmental function of establishing, maintaining and operating the public schools system of DeKalb County, Georgia. The public schools of DeKalb County, Georgia are under the direct supervision and control of the defendants named herein.

9. Defendant DEKALB COUNTY BOARD OF EDUCATION operates 77 elementary schools, 20 high schools, and approximately 5 special schools in DeKalb County, Georgia. There are approximately 74,930 students in the system, with 3,754, or 5.6 per cent, being members of the Negro race. There are approximately 3,459 full time faculty members employed by the system with 198, or 5.8 percent, being members of the Negro race.

(a) Five of the elementary schools in the system are attended solely by pupils of the Negro race. Forty-seven of the elementary schools of the system are attended solely by pupils of the white race. Sixteen elementary schools in the system are attended by white pupils in excess of ninety percent. The remaining elementary schools in the system are at least seventy-five per cent white.

(b) Two of the high schools in the system are attended solely by pupils of the Negro race. Five of the high schools in the system are attended solely by pupils of the white race. Ten high schools in the system are at least ninety-five per cent white. The remaining high schools in the system are at least ninety per cent white.

(c) The faculty at thirty-seven of the elementary schools in the system is all white. The faculty at thirty-five of the elementary schools consists of one Negro and the remainder whites. The faculty at the remaining five schools, which are the schools with all Negro attendance, consists variously of all Negroes, all but one Negro, and all but two Negroes.

(d) The faculty at seven of the high schools is all white. The faculty at three high schools is all white with the exception of one Negro each. The faculty at six high schools is all white with the exception of two Negroes each. The faculty at one high school is all white with the exception of one Negro. The faculties at the remaining two high schools, which have all Negro attendance, is all Negro and all Negro with the exception of three whites, respectively.

(e) The principals and administrative officers of each school except the five all-Negro elementary schools and the two all-Negro high schools are all white.

10. In the years since the decision in *Brown v. Board of Education of Topeka*, defendants, while acting under color of the laws of the State of Georgia, have failed to effectuate an orderly transition to a unitary non-racial school system and continue to maintain and operate the public school system of DeKalb County, Georgia on a racially segregated basis. Defendants presently hold themselves out as operating the public school system of DeKalb County, Georgia, on the basis of a two-part attendance plan. Zones are drawn for attendance at each elementary and high school, but pupils residing in any zone may exercise a "freedom of choice" and transfer to any other school within the system. The attendance zones in DeKalb are drawn, or "gerrymandered," in such a way as to ensure all Negro attendance at five elementary schools and two high schools. White persons living within the "Negro" attendance zones have exercised their "freedom of choice" to avoid integration, and, as a result of both the zones and the freedom with which minority whites may transfer to schools in which whites are in the majority, the affirmative duty or burden of meaningfully commencing and promptly completing the transition from a dual school system is illegally shifted to Negro parents and their children, or to white parents and their children who favor integration. The reliance of the defendants

upon their "gerrymandered" zones and on their so-called "freedom-of-choice" plan has resulted in the maintenance of schools which are clearly identifiable as white or Negro. Indeed, in past years, the defendants have actually furnished bus transportation to those pupils who were transferring out of their attendance zones for the purpose of avoiding integration.

11. Defendants are presently engaging or planning to engage in the refurbishing and expansion of at least two schools which are clearly identifiable as all-Negro schools.

12. Attendance at DeKalb Junior College, operated by defendants presently includes 3,372 whites, 70 Negroes, and 20 others. The faculty at said college consists of 117 whites, no Negroes, and one person of another race.

13. Negro pupils who attend integrated schools in the DeKalb County system are subject to academic, disciplinary, and physical harassment by the white faculty and students of said schools. As a result of such treatment, Negro pupils attending said integrated schools are frequently suspended and cannot, accordingly, fully benefit from their integrated schooling.

14. The DeKalb County schools, on information and belief, receive at least $2.3 million in funds from the federal government, which is approximately eight per cent of the budget of said schools. Defendants have not yet submitted an acceptable "plan of compliance" with the United States Department of Health, Education & Welfare, as required by Title VI of the Civil Rights Act of 1964, and are in consequent danger of having said federal monies terminated. Said termination would work a hardship upon all the pupils of said County, and especially upon the Negroes represented herein, who are less well economically endowed than the white citizens of said county. The white citizens are thus in a better position to provide supplementary educational materials and/or tutoring for their children if the federal funds are cut off.

15. The operation of the public school system of DeKalb County, Georgia, on a racially segregated basis, as hereinabove set forth, deprives the minor plaintiffs and other Negro or white students similarly situated of equal educational opportunities in violation of rights secured to them by the equal protection clauses of the Fourteenth Amendment of the Constitution of the United States and by Title 42, United States Code, Sections 1981 and 2000 (d). The denial of equal educational opportunities to the minor Negro plaintiffs and others similarly situated impresses a badge of slavery and servitude upon them in violation of the Thirteenth Amendment of the Constitution of the United States. The operation of the public school system of DeKalb County, Georgia, on a racially segregated basis consequently results in irreparable injury to the minor plantiffs and other students similarly situated. There is no complete, adequate or speedy remedy at law to compensate the minor plaintiffs for the injury which they are presently sustaining as a result of the operation of the public school system of DeKalb County, Georgia, on a racially segregated basis.

WHEREFORE, Plaintiffs pray:

1. That process may issue and be directed to each of the said defendants, herein named, requiring them to appear and answer this complaint;

2. That upon filing of this complaint, this Court will advance this case on the docket and order a speedy hearing thereof according to law;

3. That this Court will issue a preliminary injunction pending final disposition of this case and a permanent injunction upon the final determination of this cause enjoining the defendants from operating the public school system of DeKalb County, Georgia on a racially segregated basis;

4. That the Court will order the defendants to immediately promulgate in every respect and detail the

procedures the defendants will follow to promptly effectuate the transition to a unitary non-racial school system and that, upon the basis of said plan, the defendants be ordered to seek continuation of direct financial assisance from the Office of Education of the United States Department of Health, Education and Welfare; and

5. That this Court allow plaintiffs their costs herein, including a reasonable attorney's fee, and grant such further or additional relief as to the Court may appear just and proper in the premises.

HOWARD MOORE, JR.
PETER E. RINDSKOPF
355½ Hunter St., N.W.
Atlanta, Georgia 30314

JACK GREENBERG
CHARLES STEPHEN RALSTON
10 Columbus Circle
New York, New York

Attorneys for Plaintiffs

IN THE
DISTRICT COURT OF THE UNITED STATES
FOR THE NORTHERN DISTRICT OF GEORGIA
ATLANTA DIVISION

(Caption Omitted in Printing)

ANSWER

Now come the Defendants, JIM CHERRY, Superintendent of Schools of DeKalb County, Georgia, DR. JAMES H. HINSON, JR., President of DeKalb Junior College and DEKALB COUNTY BOARD OF EDUCATION, and file this their Answer and respectfully show to the Court:

1. Defendants admit the allegations in Paragraph one (1) but deny the allegation that there is any deprivation of rights, privileges or immunities as alleged; and deny further that the Thirteenth Amendment to the Constitution of the United States has any applicability to the Plaintiffs' Complaint as alleged.

2. Defendants admit the allegations in Paragraph two (2).

3. Defendants admit the allegations of Paragraph three (3), except that they deny that the members of the second class (white citizens and their minor children) constitute a class as contemplated under Rule #23 of the Federal Rules of Civil Procedure, and except further that they deny that they are operating and maintaining the public school system of DeKalb County, Georgia on a racially segregated basis.

4. Defendants admit the allegations of Paragraph four (4).

5. Defendants admit the allegations of Paragraph five (5).

6. In answering Paragraph six (6), these Defendants say that there have been certain changes in the schools attended by the named children and for clarity set forth below the correct school attended by each of said children.

(a) *Willie Eugene Pitts.* It is admitted that this child will attend the Cross Keys High School in the school year 1968-69, but say that said child attended Lynwood Park Elementary School in the year 1967-68.

(b) *Victor Martin.* This allegation is admitted.

(c) *Kelvin, Felicia and Alfred Henderson.* It is admitted that these children will attend the Rock Chapel Elementary School in the school year 1968-69, but say that all of said children attended Bruce Elementary School in the year 1967-68.

(d) *Orma and Alfredia Henderson.* It is admitted that said children will attend Lithonia High School in the year 1968-69, but say that said children attended Bruce High School and Bruce Elementary School in the year 1967-68.

(e) *Patricia Joyce Reeves.* This allegation is admitted.

(f) *Anthony Reed.* This allegation is admitted.

(g) *Cecilia Searcy.* This allegation is admitted.

(h) *Ned Stone.* No such student is listed as alleged. However, the school records show that there is an Alfred Edward Stone, III, who attended Fernbank Elementary School in the year 1967-68 and will attend Druid Hills High School in the year 1968-69.

(i) *Becky Stone.* This allegation is admitted.

(j) *Joy and Sandra Becker.* This allegation is admitted.

(k) *Bridget Becker.* This allegation is admitted.

7. Defendants admit the allegations in Paragraph Seven (7) as alleged, except Defendants deny that the

DeKalb County Board of Education is a party which can be sued and, under Rule #9(a) of the Federal Rules of Civil Procedure, Defendants specifically deny that said Board is a proper party to this Complaint. Under Rule 17(b) of the Federal Rules of Civil Procedure, the capacity of said Board to sue must be "determined by the law" of Georgia. The Supreme Court of Georgia has, in many instances, held that the several boards of education in the State, as such, can neither sue nor be sued. A few of the many decisions articulated by the Supreme Court of Georgia are as follows:

> *Board of Education of Chandler County, et al., Vs. Southern Michigan National Bank, etc., 184 Ga.641 (642).*
>
> *Smith, et al. Vs. Maynard, et al., 214 Ga. 764 (769).*
>
> *Morman Vs. Board of Education of Richmond County, 218 Ga. 48 (49).*

8. Defendants admit the allegations of Paragraph (8).

9. Answering Paragraph nine (9), these Defendants admit that there are 77 elementary schools operated by the DeKalb County Board of Education and 20 high schools, but deny that approximately five (5) special schools are operated and say that said Board operates nine (9) special schools for home instruction, trainable mentally retarded children and emotionally disturbed children, and that in addition, said Board of Education operates special education classes in 24 of the schools exclusively for the educable mentally retarded children, children with impaired hearing, emotionally disturbed children, children with visual impairments and children with specific learning disabilities. Defendants say that at the end of the ninth month of the 1967-68 year, there were 74,741 on the active roll in grades one through twelve, and admit the allegation that there were 3754 or 5.6% of said students of the Negro race. Defendants

say that for the 1967-68 year approximately 36% of this 5.6% were enrolled in schools with predominately white students. Defendants admit that there were 3459 full time faculty members employed by the System, but say that there were 204 Negro faculty members employed by the System in the school year 1967-68, which represents 5.89% of the total faculty who were members of the Negro race.

Defendants say further in this connection that during the school year 1967-68, approximately 36% of this 5.6% of Negro students were enrolled in schools with predominately white students and that under the plans and procedures which have already been intiated throughout the System by the beginning of the school year 1969-70, between 50% and 60% of this 5.6% total Negro enrollment is expected to be in schools with predominately white students.

Further in this respect, these Defendants say that at the close of the 1967-68 school year, there were approximately 150 faculty members teaching across racial lines both whites and Negroes transferred to or from schools that were either predominately white or predominating Negro; that this matter has been specifically discussed in conferences with the Department of Health, Education, and Welfare, and that said Department has indicated that by the beginning of the school year 1969-70, there should be approximately 200 such faculty members teaching across racial lines. Plans and work have already been put into effect in said School System to effectuate this and by the beginning of the school year 1969-70, faculty members teaching across racial lines will exceed 200.

(a) Defendants admit the allegations of this Paragraph.

(b) Defendants admit that during the school year 1967-68 there were two high schools attended solely by

pupils of the Negro race, these schools being the Bruce Street High School and the Hamilton High School. But Defendants say that although this allegation was true with respect to the 1967-68 school year, the Bruce Street High School has now been closed and only one high school in the System (Hamilton High School) will be attended solely by pupils of the Negro race.

The students formerly attending the closed Bruce Street High School have been distributed as follows: Approximately 269 will go to the Lithonia High School and approximately 20 will attend the Stone Mountain High School. Both the Lithonia High School and the Stone Mountain High School are attended by predominantly white students. No faculty member formely teaching at the closed Bruce Street School will be terminated but all will be retained as teachers in the System. With respect to the Hamilton High School, the one remaining high school attended by Negro students, an official of the Administrative Staff of the System has been assigned to constantly work in the geographical area for the purpose of securing attendance in this school by as many white pupils as is possible. Defendants say further that during the school year 1967-68, the faculty of the said Hamilton High School was desegregated, and plans have already been instituted whereby at the beginning of the 1969-70 school year, the faculty will have a ratio of approximately 60% to 40%. Defendants admit the remaining allegations of said Paragraph.

(c) Defendants admit the allegations of this Paragraph except that they deny the allegation that the faculties at five (5) schools, which are the schools with all Negro attendance, consist variously of all Negro, all but one Negro, and all but two Negroes and say that all schools with predominately Negro attendance have faculties as follows:

(1) *Bruce Street Elementary School.* 22 Negro faculty members and no white faculty members for a total of 22.

With respect to this school, these Defendants say further that although these allegations are true with respect to the 1967-68 school year, they are not true with respect to the 1968-69 school year. The DeKalb County Board of Education has committed itself to furtherl faculty desegregation and says that steps have already been initiated to fully meet the requirements in this respect during the year 1968-69.

(2) *County Line School.* 9 Negro faculty members and three (3) white faculty members for a total of twelve (12).

(3) *Robert Shaw School.* 28 Negro faculty members and five (5) white faculty members for a total of 33.

(4) *Lynwood Park School.* 18 Negro faculty members and one (1) white faculty member for a total of 19.

(5) *Victoria Simmons School.* 3 Negro faculty members and two (2) white faculty members for a total of eleven (11).

(d) In answering Paragraph 9 (d), these Defendants deny that there are seven (7) high schools of all white students and say that during the 1967-68 school year, there were only five (5) high schools out of a total of twenty (20) in the System which had all white students. The remaining allegations of said paragraph are admitted.

(e) The allegations of said Paragraph are admitted as alleged but in answer further to said paragraph, Defendants say that there are six (6) regular full-time Negro Administrative Staff employees working in the Administrative Offices of the System. This number will be increased during the school year 1968-69. As a matter of fact, negotiations are now under way for one additional such employee. Defendants say further that there are eight (8) regular full-time Negro administrative employees working in the DeKalb Junior College under the

Work Study and Students' Assistance Program. In addition to these, Defendants say that there are 212 part-time Negro Administrative Staff employees working under the Neighborhood Youth Corps. These Administrative Staff employees are assigned to various units of administration depending upon their skills. Typical of such units are secretaries, clerks, typists, Fernbank Science Center, elementary and high schools, nurses aides and nursery aides, etc. The above specified number of Negro employees does not represent the total number of Negro employees under the Neighborhood Youth Corps but only those who are assigned to predominately white schools or units.

10. The allegations of Paragraph Ten (10) are denied. Touching the allegations of said Paragraph, these Defendants will set forth hereinbelow the actual facts pertaining to these matters.

11. The allegations of Paragraph Eleven (11) are denied.

12. In answering Paragraph Twelve (12), these Defendants say that at the end of the 1967-68 school year 2917 students were enrolled in the DeKalb Junior College. The allegation that there are 70 Negro students enrolled in said College, for lack of sufficient information is neither admitted nor denied, since the records of said College do not provide information as to race. In further answering said paragraph, these Defendants say that said College operates on an open-door policy and any student who applies for admission to the College is accepted upon presentation of a high school diploma and compliance of the admission procedure. While no definite number of Negro students can be given, it is anticipated that the Negro student enrollment for the year 1968-69 will be approximately 125.

These Defendants admit that the faculty at said College consists of 117 white, no Negroes and one person of

another race, but say further in this connection that while this allegation was true during the year 1967-68, since the close of said year, one Negro member of said Junior College faculty has already been employed and efforts are being made specifically to employ more as they become available. The requirement for all faculty members of said College, regardless of race, is that they hold at least a Master's Degree in the field of their chosen subject of instruction, and these Defendants have found it difficult to secure qualified Negro faculty members but are doing so with the utmost dispatch possible.

13. The allegations of Paragraph Thirteen (13) are denied.

14. The allegations of Paragraph Fourteen (14) are denied. Defendants admit that they receive large sums from the Federal Government but say further, that said funds are on no danger whatsoever of being terminated; that since the passage of the Civil Rights Act of 1964, the DeKalb County School System has been in compliance therewith and the plans of compliance have been approved each year by the Department of Health, Education, and Welfare. As a matter of fact, the DeKalb County School System was the first System in the State of Georgia to have its plan of compliance approved. The System has never been determined as in "non-compliance" and Representatives of the School System's Administrative Office have been in continuous contact with the Department of Health, Education, and Welfare in developing acceptable plans of compliance for each school year through 1968-69. The DeKalb County Board of Education has agreed without reservations that the DeKalb County School System will become a unitary school system by September, 1969.

15. The allegations of Paragraph Fifteen (15) are denied.

16. In further answering the allegations of said Complaint, these Defendants say that the DeKalb County

School System is not operated on a "two part attendance plan" as is alleged but say, to the contrary, that the pupil assignments in the DeKalb County School System are made according to established geographic attendance areas, with students attending school in their respective attendance area but with the right to transfer to another school if such request is made at the time of registration only, and if the school which they request to attend is not over-crowded. As stated above, these plans have been approved by the Department of Health, Education, and Welfare.

The transfers referred to above are available to all students and have been exercised by both races.

It is alleged that the attendance zones have been "gerrymandered" in such a way "as to insure all Negro attendance in five (5) elementary schools and two (2) high schools." This allegation is specifically denied and, to the contrary, the lines comprising attendance areas, which have been approved by the Department of Health, Education, and Welfare, are drawn following natural barriers, when possible, such as railroad tracks, creeks, highways, etc., keeping in mind the number of pupils to be assigned and the size of the school designated to serve the area.

The DeKalb County School System does not operate on the "freedom of choice" plan but rather under a plan of geographical attendance areas with the right to transfer under the said school system's plans of compliance. Each child, regardless of race, color, creed or national origin is entitled to go to the school in the attendance area in which he resides and must do so unless the transfer privileges are exercised.

Under the plans of compliance, each of which has been approved by the Department of Health, Education, and Welfare, from year to year in a small number of cases both white and Negro students were furnished bus trans-

portation to attend schools outside of their attendance area after they had requested transfers. Beginning with the school year 1968-69, this practice has been eliminated entirely except for pupils attending programs for exceptional children in special schools. This elimination of busses is typical of the progressive plans of compliance upon which the school system and the Department of Health, Education, and Welfare have agreed since 1964.

17. In further answer to said Complaint, these Defendants say that they have diligently and in good faith undertaken, in all matters involving every phase of integration of the DeKalb County School System, to work in complete cooperation with the Department of Health, Education, and Welfare. The System, through its Board of Education and Superintendent of Schools, has expressly committed itself to accomplish a complete unitary school system by the beginning of the school year 1969-70. In numerous conferences with the Department of Health, Education, and Welfare since 1964, there has been a progressive transition to a unitary school system made in the light of the results of these conferences and the suggestions and advice of the Department of Health, Education, and Welfare, taking into consideration the decisions and rulings of the Federal Courts. These Defendants respectfully submit that these agreed upon plans of compliance fully meet the decision of the United States Supreme Court in the case of *Monroe, et al. Vs. Board of Commissioners of the City of Jackson, Tennessee, et al., 20 Law. Ed. (2d), page 733, 88 Supreme Court, Page —; 36 Law Week, Page 4480*, in which the Court held:

> "We do not hold that 'free transfer' can have no place in a desegregated plan. But like 'freedom of choice,' if it cannot be shown that such a plan will further rather than delay conversion to a unitary non-racial, non-discriminatory school system, it must be held unacceptable."

These Defendants respectfully submit that since the DeKalb County School System has committed itself to a complete unitary non-racial, non-discriminatory school system by the beginning of the 1969-70 school year, the "free transfer" privileges in effect in the past (but which have been progressively diminished and will be eliminated by the next school year) will further, rather than delay, the conversion. These Defendants in good faith have undertaken and accomplished these transitory progressive steps in such a manner as to avoid disrupting the educational processes of both Negro and white students. These Defendants have committed themselves and do hereby commit themselves to this Court to eliminate all school bus transportation across zone lines, with the exception of pupils in special schools; to discourage requests for transfers during the 1968-69 school year; and to notifying the general public that beginning with the school year 1969-70, the entire school system will be a unitary system. If this Court, in the light of the DeKalb County School System's progress and its commitment to the establishment of a unitary system by September, 1969, should feel that it is necessary to make a detailed examination into the techniques, which are being employed, or if the Court should have any suggestions to make as to how this commitment can be better implemented, Defendants will welcome such suggestions. The transition from a completely segregated school system to a completely unitary school system is being accomplished under the guidance of the Department of Health, Education & Welfare, which has been charged with the duty to implement the law with all possible speed. So far, real and substantial progress has been made without disrupting the educational processes of the students of all races. These Defendants have received from and have given to the Department of Health, Education, and Welfare full and complete cooperation in these matters. These Defendants respectfully submit that no preliminary or permanent injunction enjoining these

Defendants from operating the DeKalb County School System on a racially segregated basis would be appropriate, under the progressive transition toward a unitary school system. They further respectfully submit that it would be a meaningless act for this Court to order Defendants to seek a continuation of direct financial assistance from Federal funds because of the very definite fact that this System has, is and will continue to secure all such Federal assistance possible, and that there has never been a threat or intimation that such assistance will be terminated.

WHEREFORE, having fully answered, these Defendants pray that Plaintiffs' Complaint be dismissed and all costs of this action charged to the Plaintiffs.

/s/ Murphey Candler, Jr.
MURPHEY CANDLER, JR.,
Attorney for the Defendants

Murphey Candler, Jr.,
Attorney at Law,
P. O. Box 250,
Decatur, Georgia 30031

UNITED STATES DISTRICT COURT
NORTHERN DISTRICT OF GEORGIA
ATLANTA DIVISION

(Caption Omitted in Printing)

ORDER AND JUDGMENT

[Filed Jun. 12, 1969]

This case began as an in-depth undertaking to desegregate the public schools of DeKalb County, including students, faculties, and school activities. Since some 75,000 students are involved, occupying 77 elementary schools, 20 high schools, and nine special schools, a number of problems were presented. Happily for our task however, at the very time the action was filed and since that time the DeKalb County Board of Education was and has been working with the Department of Health, Education and Welfare to come up with what was to be a final and "terminal" plan of desegregation, which plan was to go into effect not later than the 1969-70 school year and which was to cover all aspects of the County's desegregation problems. After the suit was filed a preliminary hearing was held on October 11, 1968, at which time the plan proposed by the School Board had been given approval by HEW, subject to one exception to which reference will presently be made. A second hearing was held on April 9, 1969, by which time the proposed plan was substantially complete, and at that time counsel for all parties indicated their general approval of the plan except as it related to the Robert Shaw Elementary School.

Since the overall plan appears to be satisfactory to the School Board, to HEW, and to the plaintiffs, it would

serve no useful purpose to catalog its details here. The court therefore addresses itself to the one problem remaining open, viz.: the disposition to be made of the Shaw school, the plan proposed for that school being unsatisfactory both to HEW and to plaintiffs.

The school population of DeKalb County is roughly 94.4% white and 5.6% Negro, and at the heart of the entire problem were six schools, the populations of which were all predominantly Negro.[1] In brief, what the Board proposed with respect to all of these schools except Shaw, was to close them entirely and distribute their students among other schools in their respective neighborhoods. The plants of the closed schools would then be converted into special schools for advanced and retarded children, etc., on an integrated basis. With respect to the Shaw school, however, the Board proposed to retain it in operation, despite its predominantly Negro population. In support of this proposal the Board contended that housing and apartment developments in the neighborhood showed some promise of bringing more whites into the school area by September, 1969. They also promised to end a previously established policy permitting whites to transfer out of the Shaw attendance area, so that between these two proposals it was hoped that the Shaw situation would remedy itself at or during the 1969-70 school year. It was also pointed out in support of this proposal that the school had a fine physical plant, an excellent faculty, a good PTA, and very good community relations. Both HEW and the plaintiffs questioned this proposal as respects Shaw.

At subsequent hearings, held on April 30, 1969, and on May 28, 1969, evidence was taken as to the best disposition to be made of the Shaw school. Again all parties were in substantial agreement. Witnesses for the School

[1] These schools were Bruce Street, Linwood, Victoria Simmons, County Line, and Robert Shaw, all of which were elementary schools, and Hamilton High School.

Board admitted, for example, that their hopes for a racially balanced school population in the Shaw area were greatly optimistic, if not illusory. No single witness was of the opinion that the proposal advanced by the Board would or could put the Shaw school in compliance by the beginning of the 1969-70 school year. All parties, including counsel for plaintiffs and witnesses from the School Board and from HEW, did agree, however, that the Shaw school could be put in compliance in either one of two ways: (1) by abolishing the school and redistributing its population, as was being done with respect to the other five predominantly Negro schools, or (2) by either redrawing attendance lines or "pairing" Shaw with some other school so as to encompass larger white residential areas within its attendance zone. No one disputed or now disputes that either one of these proposals would bring Shaw into compliance.

The School Board still asks that it be allowed to retain Shaw in the hope that the population would balance itself, either at the beginning of or during the 1969-70 school year. The evidence, however, simply does not support this conclusion, and the court finds that the proposal by the Board to let the school continue on this basis is unsatisfactory. The only question presented, therefore, is which of the two workable alternatives shall be adopted.

Since either, under the evidence, will get the job done, the court concludes that as between closing the school on the one hand or redrawing its attendance lines or pairing it with another school on the other, the court should defer to the preference of the school authorities. HEW officials seem to feel that a redrawing of school lines would be the better solution. They agree, however, that under these circumstances the views of the School Board should be respected, and the Board prefers to close the school. In making this choice the Board contends, and the court agrees, that a redrawing of school lines in this

area or a pairing of Shaw school with some other school, while bringing about desegregation on a temporary basis, would almost certainly lead to resegregation within one to two years by reason of the white population moving out of the area. The court concludes, therefore, that the only solution offering any promise of permanency is to close the Shaw school as the Board suggests and distribute its pupils among neighboring schools, and an order to this effect will be entered.

There may be other details in the overall DeKalb County plan which will require further attention of the court, but as of the moment, this concludes the only issue of any consequence now to be decided.

JUDGMENT

It is therefore CONSIDERED, ORDERED, ADJUDGED, and DECREED that the defendants, their agents, officers, employees, successors, and all those in active concert and participation with them, be and they are hereby permanently enjoined from discriminating on the basis of race or color in the operation of the DeKalb County school system. As set out more particularly hereinafter, they shall take affirmative action to disestablish all school segregation and to eliminate the effects of the dual school system:

I. SPEED OF DESEGREGATION

Commencing with the 1969-70 school year, in accordance with this decree, all grades, including kindergarten grades, shall be desegregated and pupils assigned to schools in these grades without regard to race or color.

II. PUPIL ASSIGNMENT

A. *Zones.* All students in the system shall attend classes at schools located within the zone where they reside. Said zones shall be drawn so as to disestablish

the dual school system. For the 1969-70 school year, the zones in effect shall be those previously approved by the United States Department of Health, Education and Welfare. At all grades in schools within each zone, students will be assigned to home rooms and classes without regard to race.

B. *School Closings.* The following schools will be closed during the 1969-70 school year and thereafter until further order of the court: Robert Shaw elementary; Victoria Simmons elementary; County Line elementary; Lynwood Park elementary; Bruce Street elementary; and Hamilton High School. Students attending the schools to be closed will be placed in new attendance zones to be drawn without regard to race. The zones for all of the closed schools except Robert Shaw will be those previously filed with the court. The zone for Robert Shaw will be established no later than July 15, 1969, and submitted to the court. Defendants shall arrange for the conspicuous publication of a notice describing the new zones to be established in the newspaper most generally circulated in the community. Parents of children presently attending the schools to be closed shall be notified by letter of the new zone in which they reside. Such letters shall issue no later than July 20, 1969. Publication as a legal notice will not be sufficient. Copies of the notice must also be given to all radio and television stations located in the community. Copies of this decree shall be posted in each school in the school system and at the office of the Superintendent of Schools.

C. *Transfers.* No students will be permitted to transfer from schools within their attendance zones to other zones. Exceptions may be granted for non-racial reasons in the case of overcrowding, in the case of students who are physically handicapped and desire to attend a school designed for their special needs, and for students requiring a course of study not offered at the school serving their zone. However, if more than 30 students re-

quest transfer outside their zones to pursue a course of study, such transfers shall not be permitted; rather, a teacher or teachers shall be supplied within the zone to teach said courses.

D. *Overcrowding.* In case of overcrowding at any school, preference shall be given on the basis of proximity of the school to the homes of the students without regard to race or color. Standards for determining overcrowding shall be applied uniformly throughout the system.

III. CONSTRUCTION

To the extent consistent with the proper operation of the system, the County Board will, in locating and designing new schools, in expanding existing facilities, and in consolidating schools, do so with the objective of eradicating segregation and perpetuating desegregation.

IV. FACULTY AND STAFF ASSIGNMENTS

A. *Faculty Employment.* Race or color shall not be a factor in the hiring, assignment, reassignment, promotion, demotion, or dismissal of teachers and other professional staff members, including student teachers, except that race may be taken into account for the purpose of counteracting or correcting the effect of the segregated assignment of faculty and staff in the old dual system. Teachers, principals, and staff members shall be assigned to schools so that the faculty and staff is not composed exclusively of members of one race. Wherever possible, teachers shall be assigned so that more than one teacher of the minority race (white or Negro) shall be on the desegregated faculty. The County Board will continue positive and affirmative steps to accomplish the desegregation of its school faculties and to achieve substantial desegregation of faculties in its schools for the 1969-70 school year notwithstanding teacher contracts for 1969-70 may have already been signed and approved. The

tenure of teachers in the system shall not be used as an excuse for failure to comply with this provision. The County Board shall establish as an objective that the pattern of teacher assignment to any particular school not be identifiable as tailored for a heavy concentration of either Negro or white pupils in school.

B. *Dismissals.* Teacher and other professional staff members may not be discriminatorily assigned, dismissed, demoted, or passed over for retention, promotion, or rehiring, on the ground of race or color. In any instance where one or more teachers or other professional staff members are to be displaced as a result of desegregation, no staff vacancy in the school system shall be filled through recruitment from outside the system unless no such displaced staff member is qualified to fill the vacancy. If, as a result of desegregation, there is to be a reduction in the total professional staff of the school system, the qualifications of all staff members in the system shall be evaluated in selecting the staff member to be released without consideration of race or color. A report containing any such proposed dismissals, and the reasons therefor, shall be filed with the Clerk of the court, serving copies upon opposing counsel, within five days after such dismissal, demotion, etc., as proposed.

C. *Past Assignments.* The County Board shall take steps to assign and reassign teachers and other professional staff members to eliminate the effects of the dual school system.

V. REPORTS

A. On June 10 of each year, beginning in 1970, defendants will submit a report to the court and serve copies on opposing counsel, showing the number of teachers by schools, grade (where appropriate), and race they anticipate will be employed for the fall quarter or semester. Within one week after the day classes begin for

the fall quarter or semester in 1969 and each succeeding year defendants will submit a report to the court and serve a copy on opposing counsel, showing the number of teachers actually working at each school by grade (where appropriate) and race.

B. On the same dates set forth in A. above, reports will be submitted to the court, and a copy served on opposing counsel, showing the number of students by school, grade, home room, and race expected (in June report) and actually enrolled (in fall report) at the schools in DeKalb County.

C. Within one week after the opening of each school year, defendants shall submit a report to the court and serve copies on opposing counsel, showing the number of faculty vacancies, by school, that have occurred or been filled by defendants since the order of this court or the latest report submitted pursuant to this subparagraph. This report shall state the race of the teacher employed to fill each such vacancy and indicate whether such teacher is newly employed or was transferred from within the system. The tabulation of the number of transfers within the system shall indicate the schools from which and to which the transfers were made. The report shall also set forth the number of faculty members of each race assigned to each school for the current year.

VI. SERVICES, FACILITIES, ACTIVITIES AND PROGRAMS

No student shall be segregated or discriminated against on account of race or color in any service, facility, activity, or program (including transportation, athletics or other extra-curricular activity) that may be conducted or sponsored by the school in which he is enrolled. A student attending school for the first time on a desegregated basis may not be subject to any disqualification or waiting period for participation in activities and pro-

grams, including athletics, which might otherwise apply because he is a transfer or newly assigned student except that such transferees shall be subject to long-standing, nonracially based rules of city, county or state athletic associations dealing with the eligibility of transferred students for athletic contests. All school use or school-sponsored use of athletic fields, meeting rooms and all other school related services, facilities, activities, and programs such as commencement exercises and parent-teacher meetings which are open to persons other than enrolled students, shall be open to all persons without regard to race or color. All special educational programs conducted by the County Board shall be conducted without regard to race or color. Athletic meets and competitions and other activities in which several schools participate shall be arranged so that formerly white and formerly Negro schools participate together.

VII. SCHOOL EQUALIZATION

A. *Inferior Schools.* In schools heretofore maintained for Negro students, the defendants shall take prompt steps necessary to provide physical facilities, equipment, courses of instruction, and instructional materials of quality equal to that provided in schools previously maintained for white students. If for any reason it is not feasible to improve sufficiently any school formerly maintained for Negro students, where such improvement would otherwise be required by this paragraph, such school shall be closed as soon as possible, and students enrolled in the school shall be reassigned.

B. *Remedial Programs.* The defendants shall provide remedial education programs which permit students attending or who have previously attended segregated schools to overcome past inadequacies in their education.

VIII. JURISDICTION

This court retains jurisdiction for the purpose of implementing this order.

This 12th day of June, 1969.

/s/ Newell Edenfield
NEWELL EDENFIELD
United States District Judge

UNITED STATES DISTRICT COURT
NORTHERN DISTRICT OF GEORGIA
ATLANTA DIVISION

(Caption Omitted in Printing)

OPINION AND ORDER

[Filed Nov. 3, 1976]

In June 1969 this court entered an order in the above-entitled action enjoining the defendants from discriminating on the basis of race in the operation of the DeKalb County school system. The court retained jurisdiction over the case for the purpose of implementing its order. In September 1975 and August 1976 [1] this court held hearings upon the complaints of a group of citizens that the DeKalb County school system was out of compliance with the court's 1969 order. Basically these citizens (movant-plaintiffs) alleged (1) that defendants were violating the order with regard to the majority-to-minority transfer program; (2) that defendants were violating the order with regard to assignment of teachers and administrative personnel to the county's schools; and (3) that changes in attendance zones were effecting resegregation. The court is now prepared to state its findings and conclusions as to these claims.

Before turning to the merits of these charges the court must first address defendants' contentions concerning the procedural posture of the parties to this action. Defendants argue that the instant suit may not be maintained as

---

[1] The delay was occasioned in part by the fact that, due to one tragic accidental death and the removal of two lawyers from the State, the plaintiffs went for several months without local counsel.

a class action, and further, that the instant case has become moot. This action was originally filed on behalf of two classes: all adult Negro citizens and their minor children who reside in DeKalb County, and all adult white citizens and their minor children residing in DeKalb County. Although the court has repeatedly referred to the plaintiffs herein as a class, no "class" has ever been properly certified by this court within the meaning of Rule 23 of the Federal Rules of Civil Procedure which became effective January 1, 1974. Even though the court held in 1969 that its jurisdiction over the case would continue, defendants claim that inasmuch as the original named plaintiffs are no longer enrolled in the DeKalb school system, this action should now be dismissed as moot. *Pasadena City Board of Education v. Spangler*, 440 U.S.L.W. 5114, 5115 (June 29, 1976); *Indianapolis School Commissioners v. Jacobs*, 420 U.S. 128, 130 (1974).

It appears, however, that one of the named plaintiffs is still a student in the DeKalb County schools, and as to this student, the case is still a live controversy. Accordingly, the court will interpret the movant-plaintiffs' petition for relief under the 1969 order as a motion to intervene, joining the original named plaintiff. The Fifth Circuit has held that intervention

> ". . . is the proper course for parental groups seeking to question current deficiencies in the implementation of desegregation orders. . . . The petition for intervention would bring to the attention of the district court the precise issues which the new group sought to represent and the ways in which the goal of a unitary system had allegedly been frustrated. The district court could then determine whether these matters had been previously raised and resolved and/or whether the issues sought to be presented by the new group were currently known to the court and parties in the initial suit. . . . If the court felt

> that the new gorup had a significant claim which it could best represent, intervention would be allowed." *Hines v. Rapides Parish School Board*. 479 F.2d 762, 765 (5th Cir. 1973).

The court finds that the movant-plaintiffs, Monica Rocker, et al., satisfy the requirements for intervention under *Hines* and therefore ALLOWS the movant-plaintiffs to intervene in the instant action. Rule 24(b), Fed.R.Civ.P.

The court further finds that the named movant-plaintiffs represent a class of unnamed individuals capable of being certified within the meaning of Rule 23, Fed.R.Civ.P., and hereby CERTIFIES the class under Rule 23(b)(2) as consisting of all black citizens and their minor children residing in DeKalb County, *cf. Pasadena City Board of Education v. Spangler, supra* at 5115. Although the named plaintiffs all reside in the southern part of the county, the court finds that the named plaintiffs and their attorneys have and will adequately represent the interests of the black residents throughout the county.

Factual Background

M-to-M Program

The DeKalb County school system is currently operating a majority-to-minority (M-to-M) transfer program. Under this program any student attending a neighborhood school in which his race is in the majority may transfer to a school where his race is in the minority under the following conditions: the receiving school must have the capacity to hold an additional student, and the M-to-M student may not transfer to a school in which the minority race comprises more than 40% of the student body. Additionally, the student may transfer only to the "next closest school" in which space is available and in which the minority race is less than 40%.

A parent wishing to have his student transferred under M-to-M must apply for such transfer through the principal of the student's neighborhood school. The parent is then told which school or schools qualify as the "next closest school" to the neighborhood school. The parent may then apply to the principal of one of these next nearest schools for a transfer. The decision as to whether the student may transfer is made by the principal of the proposed receiving school and is based solely on whether the school has the capacity and meets the 40% requirement. No exceptions to these rules are made, for example, to allow members of one family to attend the same receiving school, if to do so would increase the minority population of the school over 40%. If the proposed transfer school does not meet these requirements, the parent is advised of the *next* nearest school which would satisfy these standards.

At the commencement of each school term, every student is required to register at his neighborhood school. A student who has been attending another school the previous year under M-to-M must still register at his neighborhood school and reapply for an M-to-M transfer to the school he had previously attended. If over the course of the year that receiving school has become overcrowded or has passed the 40% mark, the student will not be allowed to reenter the receiving school but must either return to his neighborhood school or attend the next available nearest school.

Some parents desire to send their children to schools other than the next nearest school under the M-to-M program, claiming that certain schools in the county are better than others. A study of standardized achievement test results in the lower grades indicates that the average scores are generally higher in those schools which have a high predominance of white students than in those so-called "target" schools which are almost completely black in the southern part of the county. The distribution of

reading and math resources, such as specialists and paraprofessionals, indicates that those target schools receive a higher percentage of such resources than certain predominantly white schools, although certain reading resources for advanced readers are not now present in these target schools. These latter resources, however, are capable of being moved among schools as the need for them arises. A comparison of selected aspects of the predominantly black schools in the southern part of the county with selected predominantly white schools in the county shows no apparent trend of superiority among any group of schools. These aspects included number of library books, average number of years of staff education and experience, and pupil expenditures for staff per individual school.

For the 1975-76 school term, 96 students exercised the M-to-M option; two students' requests for M-to-M transfers were rejected. As of August 16, 1976, 27 students had transferred under the M-to-M program, and three requests for such transfers were rejected for the 1976-77 term.

The school system provides bus transportation for all those students who live more than a mile from their neighborhood school and is reimbursed by the state for transportation provided to students living over a mile-and-a-half from their neighborhood school. No transportation is currently provided to students who exercise the M-to-M option and attend a school other than their neighborhood school, nor are M-to-M students reimbursed for expenditures made for self-transportation.

Faculty

Out of the total number of faculty positions in DeKalb County, approximately 15% are held by black teachers in the elementary schools and 13.6% in the high schools for the 1976-77 school year; 32.4% of the newly hired teach-

ers are black in the elementary schools, 33.1% in the high schools. To fill a vacant position in a school that has fewer than the system-line average of black teachers, only black applicants are sent to the school for interviews.

The percentage of black teachers in individual schools in the county ranges from 6.9% to 48.3% in the elementary schools, and from 9.8% to 25% in the high schools. Those schools with the highest percentage of black teachers generally also have the greatest predominance of black students. For example, the faculty at Leslie J. Steele Elementary School is 43.3% black, while its student body is 98% black. At Terry Mill Elementary School the proportion of black teachers is 44.1%, while its student body is 98% black. Conversely, at Montgomery Elementary, where 12% of the students are black, only 6.9% of the faculty are black.

Two reasons were supplied by the Associate Superintendent for Community and Staff Relations to explain the higher concentration of black teachers in the more predominantly black schools: (1) teachers living near those schools prefer to teach in a school near their homes and (2) principals desire to have more teachers who are the same race as most of the students so that the students have someone to "relate to". Involuntary transfers are rarely used to alter the distribution of teachers in the individual schools.

Attendance Zone Changes

A number of attendance lines changes were instituted in the southwest portion of DeKalb County in 1974 and 1975. This same area has experienced an increase in the percentage of black students, due to the influx of black families and the departure of white families from the area. The general pattern of transition is for the black residential area to proceed on a circumference which has been expanding, year to year, from the Atlanta city limits

into DeKalb County. The transitional area has been moving from northwest to southeast. Accompanying this transition has been an increase in the ratios of black students in the schools in this area. For example, the area served by Clifton, Meadowview, and Cedar Grove (formerly Bouldercrest) elementary schools, has changed from 7.4% black students in 1972 to 50% black students in 1975.

Major alterations in elementary school zones were implemented in 1974 and 1975 affecting the area covered by the above-mentioned schools. The primary factor motivating these changes was the closing of the Bouldercrest school which had been built on a site too small by state standards. The site for a new school (Cedar Grove) had been chosen in 1969, before this court's previous order, and at a time when the population in the entire southwest portion of the county was 98% white. There is no claim of impropriety in the choosing of the Cedar Grove site.

The building of the new school necessitated boundary line changes because the Cedar Grove site was located within the Clifton attendance zone. Prior to the change, both the Bouldercrest and Clifton school zones extended southward to the Clayton and Henry county lines. The Meadowview school zone formed an immediate circumference around that school. In January 1974, the new school zone which would be served by Cedar Grove was announced. It encompassed the predominantly white southern halves of the Bouldercrest and Clifton school zones, lying below the South River and Interstate 285. Most of the upper half of the old Bouldercrest zone was added to Meadowview, except that portion immediately surrounding Bouldercrest school. The former Clifton zone was cut off at the South River and was pushed back into almost half of the original Meadowview zone. Since the new Cedar Grove school could not be ready as planned for the fall of 1974, students in the new Cedar Grove district attended the old Bouldercrest school for the 1974-75

term, accompanied by the students residing in the area immediately surrounding Bouldercrest.

When the zone change was made, Clifton went from 29.6% black (in June 1974) to 63.4% black (in September 1974); Meadowview went from 51.8% black to 58% black; Bouldercrest changed from 7% to 14% black. In the fall of 1975, the new Cedar Grove Elementary School was opened, and the area immediately surrounding the Bouldercrest school was zoned into the Clifton zone as originally planned. With this change Clifton's black population increased from 67% (as of June 1975) to 77% (as of September 1975); Meadowview changed from 62% to 67% black; and Bouldercrest's, now Cedar Grove's, black population decreased from 14% to 12%. The net effect of the changes meant that the two older schools would now serve the predominantly black population in the northern part of the area, and the new school would service the predominantly white students to the south. It is impossible to determine, however, to what extent changes in the racial composition of the schools was affected by changes in the racial composition of the residential areas encompassed by these school zones.

The high schools in this area were also subject to zone changes and substantial shifts in their racial ratios during the years 1971 to 1975. The area now served by Gordon, Walker, and Cedar Grove high schools has changed from 22% black students in 1971 to 70% black students in 1975. The building of a new high school, Cedar Grove, in 1972, was again the major cause of attendance zone changes. The new school was built to relieve overcrowing in Walker and Gordon high schools which formerly served the area, and to reduce the distance traveled for students in the south part of the county. Cedar Grove was built on available land adjacent to the new elementary school, and there is no allegation of impropriety in the location of this school.

In 1971, the year before Cedar Grove High School opened, Gordon was 45% black and Walker was 3.9% black. Columbia and Southwest DeKalb, surrounding schools also affected by the building of Cedar Grove, each were 2.7% and 4.5% black, respectively. The new Cedar Grove school zone cut off the southern portions of the Walker and Gordon zones, constricting those zones to the area north of Interstate 285.

In 1974, additional zone changes were made affecting these high schools. Gordon's southern boundary was pushed further north to I-20, and the racially mixed residential area remaining went to Walker. Cedar Grove's zone, which originally extended past I-285, was constricted south of I-285. The Walker zone absorbed this area and now completely separated the Cedar Grove zone from the Gordon zone. Gordon's black population went from 89% in September 1973 to 92% in June 1974, and 97% in September 1974. Over this same period, Walker went from 35% to 43% and 60% black. Cedar Grove's black population remained at 14-16% during this period.

An additional zone change was made for the 1975-76 school term whereby part of Southwest DeKalb's attendance area (1% black), which had become overcrowed, was zoned into Cedar Grove, which was under capacity. The area rezoned was primarily white. At the time of the zone change Columbia (then just under 50% black) was also under capacity.

The court cannot determine, as to these high school boundary-line changes, to what extent shifts in residential patterns affected the rate of change in the racial compositions of the schools.

Legal Discussion

M-to-M Program

In its June 1969 order, this court held that defendants "shall take affirmative action to disestablish all school segregation and to eliminate the effects of the dual school

system." *Pitts v. Cherry*, No. 11946 (N.D. Ga., June 12, 1969). For the past few years, the DeKalb school system has operated an M-to-M program, outlined above, as such an affirmative action. Although the program technically violated the 1969 order which prohibited transfers of students outside their respective attendance zones, M-to-M transfer programs were given approval by the Supreme Court in *Swann v. Charlotte-Mecklenberg Board of Education*, 402 U.S. 1, 26 (1971):

> "An optional majority-to-minority transfer provision has long been recognized as a useful part of every desegregation plan. Provision for optional transfer of those in the majority racial group of a particular school to other schools where they will be in the minority is an indispensable remedy for those students willing to transfer to other schools in order to lessen the impact on them of the state-imposed stigma of segregation."

The current operation of the DeKalb M-to-M program, however, imposes impermissible burdens upon those students wishing to take part in the program, discouraging widescale use of this desegregation tool. A student wishing an M-to-M transfer, for example, faces a substantial amount of unnecessary red tape before his transfer may be effected. The student must go through the same administrative process each year, never becoming a permanent student in the transferree school.

Even greater constraints are placed on M-to-M transferees and their parents in terms of the permissible schools into which students may transfer and the lack of transportation provided to get the transferees to those schools. Defendants justify the "next nearest school" requirement for M-to-M transfers as preserving the neighborhood school concept as much as possible. As the Supreme Court stated in *Swann, supra*, "All things being equal, with no history of discrimination, it might well be desirable to assign pupils to schools nearest their

homes. But all things are not equal in a system that has been deliberately constructed and maintained to enforce racial segregation." 402 U.S. at 28. In the instant case, due to the racial distribution in DeKalb County, the next nearest school limitation may compel a student to transfer to a school whose racial composition is only marginally different from his neighborhood school, a difference perhaps not worth the transfer.

Defendants have offered to alter the present program by requiring that a student may transfer only to the next nearest school where his race comprises no more than 15% of the student body. Defendants contend that this will accommodate the preferences of many of the named movant-plaintiffs to transfer to the more predominantly white schools. However, this same limitation will inhibit students who desire to attend a school where their race is in the minority, but which is also close to their homes.

The purpose of the current 40% requirement, and presumably the proposed 15% figure, is actually to prevent those schools from "tipping", or rapidly becoming predominantly black schools. Defendants have cited no authority, nor can this court find any support, for the use of such limitations in an M-to-M program to retard any change in the racial composition of a school in this manner. In fact, the implication from *Swann* is that very few restrictions should be imposed upon a student desiring to participate in an M-to-M transfer: "In order to be effective . . . space must be made available in the school to which *he desires to move*." 402 U.S. 26-27 (emphasis added). Currently, a student may transfer only to a qualifying school where space is available, and is given no priority over other students. The effect may often be to preclude a child from attending his transferee school the following year if space in that school becomes unavailable. The Fifth Circuit has held, however, that under M-to-M programs, "a transferee is to be given

priority for space." *Singleton v. Jackson Municipal Separate School District*, 426 F.2d 1364, 1369 (5th Cir. 1970). *See Lee v. Macon County Board of Education*, No. 70-251 (N.D. Ala., Aug. 27, 1976), slip opinion at 26.

The effectiveness of an M-to-M program is also dependent upon the provision of free transportation. *Swann v. Board of Education*, 402 U.S. 26-27; *United States v. Greenwood Municipal Separate School District*, 460 F.2d 1205 (1972). The lack of transportation for transferees under the present DeKalb plan forces the students and "their parents to shoulder the burden of eliminating these vestiges of segregated schools," *United States v. Greenwood*, *supra*, 460 F.2d at 1207, and, in fact, makes it impossible for some students to participate in the program.

Defendants complain that if the next nearest school rule is eliminated, and free transportation is required, the school system will be faced with an unreasonable and unfeasible task of transporting select students to different schools all across the county. Before it is known how many students will participate in a revised M-to-M program, however, such fears are purely speculation.

Defendants also raise a general objection to any revisions made by this court in the voluntarily-established M-to-M program. Defendants maintain that they have complied with the specific mandates of this court's 1969 order and are now operating a unitary school system. Therefore, the court is without power, defendants argue, to make any changes in the school program which accomplishes the intentions of the previous order. *Pasadena City Board of Education v. Spangler*, *supra*, 440 U.S.L.W. at 5117. However, this court has never made any finding that defendants are operating a unitary system, and finds instead that the regulations imposed under

the M-to-M program perpetuate the vestiges of a dual system.

Defendants also rely upon the Equal Educational Opportunity Act of 1974, 20 U.S.C. §§ 1701, *et seq.*, to block the above-mentioned changes in their M-to-M program. The Act, which emphasizes that "the neighborhood is the appropriate basis for determining public school assignments," 20 U.S.C. § 1701(b), also states that

> "No court . . . shall . . . order the implementation of a plan that would require the transportation of any student to a school other than the school closest or next closest to his place of residence which provides the appropriate grade level and type of education for such student."

The Act also makes clear, however, that its provisions are "not intended to modify or dimish the authority of the courts of the United States to enforce fully the fifth and fourteenth amendments to the Constitution of the United States." 20 U.S.C. § 1702(b). This court, therefore, retains its equitable powers to remedy past wrongs, the scope of which "is broad, for breadth and flexibility are inherent in equitable remedies." *Swann*, *supra*, 402 U.S. at 15. In analyzing the impact of the Educational Act upon the court's equitable powers, the First Circuit stated in *Morgan v. Kerrigan*, 530 F.2d 401, 412-13 (1st Cir. 1976),

> "By explicitly leaving the district court the power to determine the adequacy of remedies, the Act necessarily does not restrict the breadth of discretion of that court to determine what scope of remedy is constitutionally required. Thus the Act manifests its purpose not to limit judicial power but to guide and channel its exercise. In a sense it is a statutory 'less restrictive means' guideline, endeavoring to ensure that substantial compulsory transportation be used as a last resort."

It should be noted that the revisions of the M-to-M program contemplated by this court do not involve a program of forced busing, a remedy which the Act seeks to discourage, but a program which will provide transportation for those students who volunteer to transfer to a school in which their race is in the minority. So long as the school system operates its M-to-M program, this court finds that transportation and other revisions are constitutionally required so that the program will provide equal educational opportunities while helping to eliminate the vestiges of a dual school system in DeKalb County, *cf. Morgan v. Kerrigan, supra*, 530 F.2d at 413.

Teacher Assignments

This court held in its 1969 order that

> "Race or color shall not be a factor in the hiring, assignment, reassignment, promotion, demotion, or dismissal of teachers and other professional staff members, including student teachers, except that race may be taken into account for the purpose of counteracting or correcting the effect of the segregated assignment of faculty and staff in the old dual system." (Slip opinion at 7.)

The court accordingly required that "[w]herever possible, teachers shall be assigned so that more than one teacher of the minority race (white or Negro) shall be on the desegregated faculty." *Id.* The defendants have more than complied with this explicit requirement. However, the court also mandated that the

> "County Board shall establish as an objective that the pattern of teacher assignment to any particular school not be identifiable as tailored for a heavy concentration of either Negro or white pupils in the school . . . . [and] shall take steps to assign and reassign teachers and other professional staff members to eliminate the effects of the dual system." (Slip opinion at 8.)

The court finds that the defendants have not taken adequate steps to utilize reassignment of teachers to reduce the racial identifiability of faculty in accordance with the standard set out in *Singleton v. Jackson Municipal Separate School District, supra.* In *Singleton*, the Court of Appeals for the Fifth Circuit held that in order to reduce racial identifiability of a faculty, staff should be assigned so that the ratio of black to white teachers in each school is "substantially the same" as such ratio throughout the entire school system. 419 F.2d at 1218.

Defendants ask that the court compare the facts in the instant case with *Ellis v. Board of Public Instruction of Orange County*, 423 F.2d 203, 205 (5th Cir. 1970), where the court found the school system to be in compliance with *Singleton*, despite the existence of racial ratios in individual schools twelve percentage points higher than the racial ratio of the entire school system. While the court is aware of the problems inherent in requiring that the teachers at any school be maintained at an exact arbitrary racial ratio, *United States v. Wilcox County Board of Education*, 494 F.2d 575 (5th Cir. 1974), the current 40-48% of black teachers in some of the more predominantly black elementary schools does not even "approximate" the 15% system-wide ratio. *See Carter v. West Feliciana Parish School Board*, 432 F.2d 875, 876 (5th Cir. 1970).

A significant reason for the wide disparity in the racial ratios amongst schools in DeKalb County is the reliance on the replacement process, and the avoidance of reassignments to even out the distribution of faculty. The court finds that this system does not comply with the *Singleton* standard, nor with this court's 1969 order which required reassignment of teachers to eliminate the effects of the dual school system. Accordingly, reassign-

ment of teachers must be utilized to make the racial ratio of the faculty in individual schools truly *substantially* similar to the system-wide ratio, *Lee v. Macon County Board of Education, supra,* slip opinion at 23.

Attendance Zone Changes

In its previous order, this court held that

> "[T]o the extent consistent with the proper operation of the system, the County will, in locating and designing new schools, in expanding existing facilities and in consolidating schools, do so with the objective of eradicating segregation and perpetuating desegregation."

Plaintiffs contend, however, through a report prepared for the court by the Department of Health, Education and Welfare, that the "DeKalb County School System, in its response to racial transition, ignored its responsibility to affirmatively eradicate segregation and perpetuate desegregation." HEW Report, at 11. Specifically, plaintiffs argue that the school zone changes made by defendants have resulted in racially identifiable schools.

Defendants counter by stating that the increasing number of racially identifiable schools in the southwest section of DeKalb County has been caused not by the zone changes implemented by the board, but by the natural population transition which has occurred in the residential sections of that area. Defendants further argue that having implemented the 1969 desegregation order, they cannot be held responsible for residential patterns that have developed since that order. Defendants rely upon *Swann, supra,* wherein the court stated

> "Neither school authorities nor district courts are constitutionally required to make year-by-year adjustments of the racial composition of student bodies since the affirmative duty to desegregate has been accomplished and racial discrimination through official action is eliminated from the system. This does not mean that federal courts are without power to deal with future problems; but in the absence of a showing that either the school authorities or some other agency of the state has deliberately attempted to fix or alter demographic patterns to affect the racial composition of the schools, further intervention by a district court should not be necessary."

Defendants also point to the recent case of *Pasadena Board of Education v. Spangler,* 44 U.S.L.W. 5114 (June 29, 1976), which involved the subsequent interpretation of a desegregation plan entered by a district court in 1970. The court-approved plan required that no school have a majority of minority students. Within two years of the entry of the order, changes in the residential patterns in the area caused some schools to have a black enrollment in excess of 50%. The Supreme Court found that although the school system had not yet achieved the unitary system contemplated by the above-quoted language from *Swann,*

> "* * * * [T]hat does not undercut the force of the principle underlying the quoted language from *Swann.* In this case the District Court approved a plan designed to obtain racial neutrality in the attendance of students at Pasadena public schools. No one disputes that the initial implementation of this plan accomplished that objective. That being the case, the District Court was not entitled to require the School District to rearrange the attendance zones each year so as to ensure that the racial mix desired by the court was maintained in perpetuity." *Id.* at 5117.

In *Pasadena,* once the initial desegregation order had been implemented, changes in residential patterns and resulting shifts in the racial makeup of schools were unaffected by any actions taken by school officials, because

no official action was taken. It is for this reason that the district court in *Pasadena* was forbidden from ordering school officials to restructure attendance lines.

Different considerations are relevant, however, when shifts in residential patterns are accompanied by alterations in attendance lines made by school officials. The Supreme Court has held that

> "* * * * [A]ny attempt by state or local officials to carve out a new school district from an existing district that is in the process of dismantling a dual school system 'must be judged according to whether it hinders or furthers the process of school desegregation. If the proposal would impede the dismantling of a dual system, then a district court, in the exercise of its remedial discretion may enjoin it from being carried out.'" *United States v. Scotland Neck Board of Education*, 407 U.S. 484, 489 (1981), quoting *Wright v. Council of Emporia*, 407 U.S. 451, 460 (1971).

In the instant case new boundary lines were drawn with the building of Cedar Grove elementary and high schools. At the same time, schools in that area experienced substantial changes in their racial composition. This court must look to whether such boundary-line changes had the effect of impeding desegregation in these schools. Of course, such inquiry cannot ignore the racial transition occurring in this area apart from any zone changes.

The court must pursue this examination despite its finding that boundary-line changes were made for the most part to accommodate the new schools which had been built to relieve overcrowding. In determining whether a school board's action is permissible, courts have "focused upon the effect—not the purpose or motivation" of such action on the dismantling of a dual system. "The existence of a permissible purpose cannot sustain an action that has an impermissible effect." *Wright v. Council of Emporia, supra*, 407 U.S. at 462.

In applying this test to the facts as found by the court, it is apparent that the redrawing of elementary school lines in southwest DeKalb had some effect upon the perpetuation of a dual system in the county. Over the course of one summer, Clifton went from 30% to 63% black. Surely the influx of black families and departure of white families accounted for some of the increase. But the redrawing of attendance lines along I-285 and the South River must have contributed somewhat to this dramatic increase. Additionally, it must be said that the total effect of the horizontal boundary lines drawn to accommodate these three elementary schools was to ensure that one predominantly white school, Cedar Grove, would remain predominantly white for a number of years.

Although the school board's actions may have had these effects, its zoning decision must also be scrutinized in the context of the circumstances existing at the time and the feasibility and practicality of available alternatives. For it is only the availability of more promising courses of action to dismantle a dual system that "places a heavy burden upon the board to explain its preference for an apparently less effective method." *Green v. County School Board*, 391 U.S. 430, 439 (1967), *Wright v. Council of Emporia, supra*, 407 U.S. at 467.

At the time these attendance zone changes were made, the Cedar Grove site had already been chosen, and the choice was made at a time when the racial composition of the area was almose completely white. As it developed, it was the location of this new school, accompanied by a transition in the residential patterns in the area, which had the effect of perpetuating a dual system, because the school site dictated to a large extent the placement of the new attendance lines. The propriety of the selection of the Cedar Grove site, however, is not in question.

Even so, plaintiffs, supported by HEW, contend that, given the location of the Cedar Grove Elementary School,

attendance lines could have been drawn in such a way as not to accentuate the racial identifiability of the schools. HEW's report suggests that since blacks reside primarily north of I-285 and the South River, and most white are located to the south of those lines, drawing boundary lines vertically, like some of the original lines, as opposed to the horizontal lines chosen by the defendants, would have created more racially balanced zones. However, HEW's report fails to consider the exact location of families south of I-285 and the South River. For with the exception of the predominantly black County Line community, just north of Henry County, most of the population clusters towards the center of this area. The drawing of vertical lines would thus have had little effect upon the racial makeup of the school. In fact, because of the residential patterns in southwest DeKalb as of 1973-74, and because of the location of Meadowview, Clifton and Cedar Grove within those patterns, only the drawing of extremely gerrymandered lines would have resulted in more racially balanced schools. Such gerrymandering would have created large travel distances for students and would have been generally impractical. In light of the circumstances existing at the time these zone changes were made, it cannot be said that such changes were constitutionally impermissible.

The same is largely true with respect to changes in high school attendance zones. The location of the Cedar Grove High School mandated to a certain degree the establishment of a predominantly white school because of Cedar Grove, and two predominantly black schools, because of the residential transitions occurring in that area. The alternative of vertical boundary lines, suggested by HEW, was virtually impossible because Cedar Grove High School is located directly below Gordon.

Plaintiffs and HEW, however, also complain about certain changes that were made *after* the Cedar Grove school had opened and the area had been rezoned accordingly. As to these changes, there appear to have been alternatives—among them, to make no change at all—and defendants have not adequately met the heavy burden of explaining the alternatives chosen which tended to hinder, rather than further, desegregation. Specifically, the zone changes in 1974 which constricted Gordon to the area north of I-20 and moved Cedar Grove's northern boundary to I-285, with the area in between going to Walker, had the effects of (1) increasing Gordon's already predominantly black population, (2) isolating the Cedar Grove area from the path of residential transition, with Walker serving as a buffer zone, and (3) helping Walker to tip over to a predominantly black school. Defendants justify the Cedar Grove boundary change by demonstrating that 35 out of 43 students removed from Cedar Grove as a result of the rezoning were white. Yet, defendants could clearly see that this area rezoned from Cedar Grove to Walker was in the direct path of residential transition and was becoming increasingly black. Defendants have offered no further justifications for their zone changes.

Another contested boundary line change occurred in 1975 when part of Southwest DeKalb's attendance area was zoned into Cedar Grove to relieve overcrowding in Southwest DeKalb. The zone change split a subdivision down the middle and created traveling distances of up to five-and-a-half miles for some of the rezoned children. HEW points out that, like Cedar Grove, Columbia was also under capacity and a largely white area between I-20, Candler Road and I-285 could have been rezoned from Southwest DeKalb into Columbia. Such a change would have impeded Columbia's transition towards becoming another predominantly black school, and, in addition, the maximum travel distance for a rezoned child would be only two-and-a-half miles. Therefore, in an attempt to relieve overcrowding in one school, defendants failed to choose an available alternative which would have also furthered desegregation.

There are two problems with a finding by this court that the above boundary changes had the effect of hindering the process of desegregation within the meaning of *Wright*, *supra*. First, because of the rapid residential transition occurring throughout this section of the county, and affecting the racial ratios of schools in which no zone changes have been made, it is impossible to determine whether the zone changes in question actually accelerated the transition at one extreme, or whether they had little effect on the process of desegregation which was in fact impeded by a natural process of residential transition. The second problem is that even were the court to find the former to be true and conclude that therefore the boundary changes were impermissible, an injunction against their imposition at this point in time would be meaningless. The percentage of blacks in this area has increased dramatically and, as the HEW report admits,

> "Because of this concentration of black students, we believe consideration of remedies would have to look beyond mere alteration of school zone lines in the area schools." HEW Report, at 11.

Whatever indeterminable effect the aforementioned zone changes have had on the process of desegregation in this portion of DeKalb County, the actions of the defendants in making these changes do not justify the ordering of a remedy which would go beyond the alteration of school zone lines. The court does wish to ensure, however, that any future zone changes as well as the purchase of any new school sites are made so as to have the effect of furthering as opposed to hindering desegregation. Accordingly, a biracial committee will be established which will, as part of its functions, approve such zone changes and school site purchases. *Singleton v. Jackson Municipal Separate School District*, *supra*, 426 F.2d at 1370; *Ellis v. Board of Public Instruction*, 423 F.2d 203, 207, n.4 (5th Cir. 1970).

ORDER

For the foregoing reasons, the court hereby ORDERS that:

(1) The M-to-M program be modified so that any student may transfer from a school where his race is in the majority to any other school within the county in which his race is in the minority. Space must be made available in the receiving schools for transferees who shall be given priority for space over new students, but in no instance shall a transferee displace a student previously enrolled in the receiving school.

(2) Such M-to-M transfer shall be effected by as simple an administraitve procedure as possible. The school system will provide M-to-M transfer forms at the student's neighborhood school. The student's parent or guardian must, under usual circumstances, complete the form on or before May 1 of the school year preceding the school year for which the student desires to participate in the M-to-M program. The school system shall provide the student with a copy of the form which shall be presented to the receiving school by the student on the annual registration day.

(3) The school system shall publicize the M-to-M transfer procedure by paid advertisements in local newspapers; news releases to all media; brochures available at each school; and notices placed in school newsletters and newspapers no later than March 15 of each year. Such publicity shall be followed by notices sent to each parent or guardian no later than March 31 of each year.

(4) Any student may exercise a majority-to-minority transfer once during the student's elementary career and once during the secondary school career. Once a transfer is effected, the transferee need not reapply for the transfer each year. If the student's race becomes a majority in the receiving school, he may (a) remain at the receiv-

ing school; (b) return to his neighborhood school; or (c) transfer to another school in which his race does not comprise more than a majority of the student body.

(5) Transportation shall be provided at the expense of the school system to any M-to-M student who so requests and who lives more than one mile from the receiving school. Defendants may seek modification of this provision of the order if, based on the number of students electing to exercise M-to-M transfers and the receiving schools chosen, a workable plan of transportation proves impossible.

(6) These changes in the M-to-M program shall be implemented for trasfers beginning with the 1977-78 school term. Students wishing to participate in the program for the remainder of the 1976-77 school term, may transfer to a school which qualifies under the provisions of this order and in which there is space available. Transferees must provide their own transportation for the balance of the 1976-77 school term.

Distribution of Faculty

(7) The ratio of black to white teachers in each school must be substantially similar to the system-wide racial ratio. Defendants are required to reassign teachers with all deliberate speed so that the racial distribution of faculty in *all* schools approximates the distribution of faculty in the entire school system.

Biracial Committee

(8) A biracial committee shall be established which shall oversee the operation of the M-to-M program as modified by this order. The committee's approval must also be secured on any proposed school zone changes or school site purchases. The committee is to be constituted by this court from names submitted by parties to this suit. The number of members will be determined by this

court and shall consist of no more than 20 nor less than ten members. The membership shall be equally divided between whites and blacks and the chairmanship shall alternate annually between a white and a black chairman. The committee shall make annual reports to the court concerning the functioning of the M-to-M program and any other action taken by the committee on proposed attendance zone changes or school purchase sites.

IT IS SO ORDERED.

This 3rd day of November, 1976.

/s/ Newell Edenfield
NEWELL EDENFIELD
United States District Judge

UNITED STATES DISTRICT COURT
NORTHERN DISTRICT OF GEORGIA
ATLANTA DIVISION

(Caption Omitted in Printing)

ORDER

[Filed Jan. 31, 1977]

This civil rights action is presently before the court on plaintiffs' motion to alter or amend this court's November 3, 1976 order pursuant to 56(e). Specifically, plaintiffs ask (1) that the order's ruling with respect to reassignment of faculty be extended to apply to principals, administrators and other staff members; (2) that such reassignments take place prior to the beginning of the 1977-78 school term; (3) that the M-to-M program be amended to address the problem of students entering the school system mid-year; (4) that students be allowed to transfer under M-to-M at the end of any quarter; and (5) that the limitation on the number of transfers a student may make during the course of his elementary and secondary school career be deleted.

Since the Fifth Circuit Court of Appeals in *Singleton v. Jackson Municipal School District*, 419 F.2d 1211, 1217-18 (5th Cir. 1970), made its ruling with regard to reassignment of faculty applicable to principals and staff who work directly with children, and since this court relied on *Singleton* in ordering reassignment of faculty in DeKalb County, the court is inclined to amend its November 3 order by adding the following to Section 7:

> "* * * A similar ratio shall be accomplished with respect to staff who work directly with children at school. In addition, in no instance shall a principal be assigned to a school based on the racial composition of its students."

Absent a showing that defendants are not progressing "with all deliberate speed" to reassign staff in accordance with this court's order, this court is not inclined to set a deadline for compliance by fall, 1977.

Regarding the M-to-M program, the court did not mean to alter defendants' policy with respect to students changing their residence or entering the school system mid-year. Such students may transfer under M-to-M at the time of their enrollment. The court is mindful, however, of the administrative burdens which will be placed upon the school system if the other requested changes are made in the M-to-M program. The ability of a child to transfer at the end of any quarter and as many times as desired under the Atlanta M-to-M program, *see Calhoun v. Cook*, No. 6298 (N.D. Ga., Feb. 22, 1973), does not persuade this court that such a system is either mandatory or desirable in DeKalb County. Those requested amendments are therefore DENIED.

Plaintiffs' motion to amend is therefore GRANTED to the extent enunciated herein.

So ORDERED, this 23rd day of January, 1977.

/s/ Newell Edenfield
NEWELL EDENFIELD
United States District Judge

UNITED STATES DISTRICT COURT
NORTHERN DISTRICT OF GEORGIA
ATLANTA DIVISION

(Caption Omitted in Printing)

ORDER

[Filed Apr. 18, 1977]

This action is once again before the court on defendants' motion to alter or amend this court's order of March 29, 1977 in which the court named members to the bi-racial committee.

Defendants ask this court to delete Oscar Kirk's name from the committee because he is an employee of the defendants. Defendants argue that Kirk is therefore responsible to the defendants at the same time that the defendants are responsible to Kirk as a member of the committee appointed to oversee the actions of the school board. The court agrees with plaintiffs, however, that Kirk's responsibilities as an employee and as a member of the committee are not so intermeshed as to cause the conflicts which defendants fear. Kirk is answerable to defendants only in his professional capacity, and the court is not prepared to rule that he cannot separate his professional loyalties to defendants from his duty to serve as an objective member of the committee.

Defendants also ask that two other members, Mr. Phillip McGregor and Mrs. Eunice Smith, be removed from the commitee because they are plaintiffs in the present action and thus have a pre-determined bias. In support, defendants point to a letter to Dr. Hinson signed by these parties before they were appointed to the committee,

which sets forth various concerns about this case that had been brought to their attention. Defendants argue that this letter "indicates they are not neutral in their thinking and they are not waiting to oversee the Board's action, but instead want to precipitate certain actions."

These individuals may indeed be interested parties, but there is no indication that they are biased. Their letter merely served to transmit complaints that they had received to the school board. It should be noted that their letter addressed to defendant was necessitated by the fact that the members of the bi-racial committee had not yet been named, and that the committee had thus not met. Defendants' motion to remove the above-named individuals from the committee is hereby DENIED.

In its March 29, 1977 order the court ordered the defendants to notify the members so that the committee could begin meeting. Despite the fact that applications are now being made for participation in the M-to-M program, the committee has not yet met. Such applications are due by May 1, 1977. In view of these facts and the presence of various complaints which have already been transmitted to the school board regarding M-to-M, it would appear that the committee has plenty to discuss and should do so promptly, although defendants' counsel would suggest otherwise. Since defendants have resisted gentle prodding by the court to set up a first meeting, the court now ORDERS defendants to schedule a meeting of the bi-racial committee to be held no later than Tuesday, April 26, 1977.

In their response to defendants' motion, plaintiffs asked that the deadline for application to the M-to-M program be extended to July 1, 1977 in view of the fact that the bi-racial committee has not yet convened. The court is not prepared to so extend the deadline at this time and would instead suggest to plaintiffs that their recommendation be addressed to the committee at its first meeting.

If the committee should concur in the recommendation the court will then consider such an extension.

In summary, defendants' motion to alter or amend the March 29, 1977 order is DENIED and defendants are ORDERED to convene a meeting of the bi-racial committee by April 26, 1977.

So ORDERED, this 18th day of April, 1977.

/s/ Newell Edenfield
NEWELL EDENFIELD
United States District Judge

UNITED STATES DISTRICT COURT
NORTHERN DISTRICT OF GEORGIA
ATLANTA DIVISION

(Caption Omitted in Printing)

ORDER

[Filed May 6, 1977]

This action is now before the court on the bi-racial committee's recommendation to extend the deadline for application to the M-to-M program from May 1 to May 31. At its first meeting, the committee voted unanimously in favor of the recommendation after first hearing the school board's objections to such an extension.

The committee states that although about 500 applications have been received, there is still much confusion and ignorance regarding the program and suggests that further publicity is needed. Many parents failed to receive the brochures distributed to the students in school, and prospective new students such as those in private kindergartens have not been reached. In addition, the committee notes that many parents have expressed anxiety over whether transportation will in fact be provided. Moreover, the committee feels that it has had inadequate time to oversee the application stage of the program, despite its diligent efforts since its first meeting. The committee feels that the extension would give the committee the opportunity to take the complaints of parents and make meaningful suggestions to the school board.

The commitee states that it carefully considered the school board's reasons for opposing a thirty-day extension, but found them unpersuasive. It reasoned that plans

for allotment of teachers and textbooks and transportation schedules could be roughly sketched based on the pattern of applications up to this point, and did not find that the effect of a thirty-day extension on other administrative matters would be as drastic as defendants described.

The court is inclined to defer to the committee's judgment in this matter since it appears that the committee has carefully and "objectively" considered the situation. The deadline for application to the M-to-M program is hereby EXTENDED through May 31, 1977.

A notes on the issue of transportation is also in order at this time. The M-to-M brochure that was distributed states that the provision for transportation "may be modified based on the number of eligible students who elect to exercise M-to-M transfers and the receiving schools chosen." Defendants are reminded that this court has ordered that transportation be provided; if this provision is to be altered, it will be done only by order of this court. The school board should approach the issue of transportation with the intention of devising a workable plan, as have other systems such as that of Atlanta. Accordingly, defendants are advised to comply with the committee's request that some basic transportation policies and procedures be prepared and submitted to the committee. Knowledge of the exact number of students participating is not necessary for the planning of such basic policies.

Finally, the court wishes to commend the committee for the active and concerned approach to the task for which it was created. The committee has been meeting weekly in an effort to oversee the M-to-M program and approve any school zone changes. It is hoped that this committee can serve as an objective arm of the court, relieving the court of the unwieldy and inappropriate task of becoming embroiled in the daily administration of the school system.

Thus far, the committee is ably fulfilling this role, and accordingly, the court will continue to afford considerable deference to the committee's recommendations.

In summary, the M-to-M application is EXTENDED until May 31, 1977.

So ORDERED, this 6th day of May, 1977.

/s/ Newell Edenfield
NEWELL EDENFIELD
United States District Judge

UNITED STATES DISTRICT COURT
NORTHERN DISTRICT OF GEORGIA
ATLANTA DIVISION

(Caption Omitted in Printing)

ORDER

[Filed Oct. 6, 1977]

This continuing school desegregation action came before the court on October 3, 1977 for a hearing on a proposed attendance zone change to relieve overcrowding in Flat Shoals Elementary School. Pursuant to this court's 1969 order, all such zone changes must be approved by the court.

Flat Shoals Elementary School, which had an enrollment of 686 students (79% black) during the 1976-77 school year has a total pupil capacity of 702.[1] At the time of registration for this school term it became apparent that Flat Shoals would be overcrowded, and hence two mobile unit classrooms were placed adjacent to the building, increasing the school's capacity to 754 students. However, by mid-September the school's enrollment had reached 852 (95% black) and it was thus extremely overcrowded.[2] At a meeting of the Flat Shoals Elementary PTA on September 13, 1977, Assistant Superintendent

[1] The school system presently determines elementary school capacity by using a figure of 26 students for each classroom.

[2] No building permits were issued in the Flats Shoals area for either apartments or single family residences. Instead, it is estimated that the large increase was due to the fact that certain formerly "Adult Only" apartment complexes in the area began accepting families with children.

Joe Renfroe explained that the various alternatives available to the school included the addition of several mobile units; alteration of school attendance zone lines; or long-term construction of a permanent addition to the school.

On September 19, 1977, defendant school board approved the administration's proposal to relieve the Flat Shoals overcrowding through alteration of attendance zones affecting Bob Mathis, Columbia, Rainbow, and Flat Shoals elementary schools. On September 23, the plan was submitted to the court-appointed bi-racial committee for its approval pursuant to this court's order of November 3, 1976.[3] The committee approved one segment of the plan affecting Bob Mathis,[4] but, by a divided vote of five to three of those present, declined to approve the balance of the plan, instead proposing its own zone changes. On September 26, the board met with the bi-racial committee, declined to adopt the alternative plan, and the bi-racial committee formally rejected the disputed elements of the board plan.

The School Board's Plan

Under defendants' plan, the eastern boundary line of Flat Shoals would be moved westerly from Shoal Creek to Flat Shoals Road. The area deannexed from the Flat Shoals attendance area contains 131 students, 31 white and 100 black. This would reduce the Flat Shoals enrollment to approximately 721 students, and would change the racial composition from 95% to 97% black. Plaintiffs and the bi-racial committee do not dispute that this is the proper territory to deannex from Flat Shoals de-

[3] All school zone changes must be approved by the bi-racial committee in order to ensure that such changes have the effect of furthering desegregation. *See* Order of November 3, 1976 at 23.

[4] This part of the plan involves the transfer of 32 students (3 white and 24 black) to Bob Mathis, a majority white school. Since there was no opposition to this zone change, the students have already been transferred into the new school.

spite the resultant effect on the racial composition of the school.

While the southern tip of the deannexed territory would be annexed to Bob Mathis,[5] most of the territory would be added to the Columbia attendance zone. The 99 children (23 white, 76 black) involved in this move would increase Columbia's enrollment from 636 to 735, beyond that school's capacity of 676 students. To prevent the overcrowding of Columbia, defendant proposes to shift the southeastern boundary line of Columbia westward, carving out a section from Columbia which would be annexed to the adjacent school zone, Rainbow. Of the 93 students involved in this boundary line change, 46 are black and 47 are white.

As a result of the boundary-line changes, Columbia's student enrollment would increase by six, although its racial composition would increase from 80% to almost 84% black. Rainbow, which currently has an enrollment of 634 with a capacity of 754 students, would have a total of 727 students after the change. Its racial population would increase from 14% to 19% black.

Under the school board plan, the new zones would be contiguous, and many children would be slightly closer to the new school than they were to the previous school. The school plan also allows for further growth in the area which experienced a large increase in student population which led to the overcrowding at Flat Shoals. This area would now be part of Columbia which has a present capacity of 676 students, and which, Renfroe testified, has rooms which could be converted to the equivalent of two or three additional classrooms. In contrast, Rainbow will absorb an area of single-family homes whose student population is not anticipated to grow substantially over the next few years. After the change, Rainbow will be 27 students below capacity, and according to Renfroe, there is little room for expansion in this school.

[5] *See* note 4, *supra*.

The Bi-Racial Committee's Proposal

The bi-racial committee proposes, and the plaintiffs support, a plan under which the 99 students deannexed from Flat Shoals would be zoned directly into Rainbow School, increasing Rainbow's population to 733 students and its racial composition to 22% black. Unless further zone alterations were made, the deannexed portion would be noncontiguous to the balance of the Rainbow zone. Columbia's school zone and its student population would be unaffected by this alternative plan. With this boundary-line change, however the area of apartment complexes, which has experienced the large student increase and where future growth is expected, would be zoned into Rainbow which would have little additional room for further increases in its student population.

The court has no strong conviction as to which of the plans presented is educationally wise or constitutionally mandated. The court can only wish the contrary were true. With a strong conviction either way, the task of the court would be much easier indeed.

At the outset the role of the court is complicated by doubts as to which of the issues and arguments involved raise questions which are purely educational and are therefore addressed to the school board, and which are constitutional and therefore properly addressed to the court. At the center of the disagreement, for example, is the wisdom of involving—unnecessarily, as plaintiffs say—the Columbia school at all. As plaintiffs ask, why not simply transfer the overflow school population from Flat Shoals to Rainbow directly, leaving Columbia undisturbed. They say that Columbia is presently a stable school community and that to arbitrarily transfer ninety-odd students in from one direction and another ninety-

odd out in another, during the school year, is to invite dissension and turmoil. They also correctly point out that a direct transfer from Flat Shoals to Rainbow would serve the constitutional purpose of increasing desegregation at predominantly white Rainbow while not adding to the 80% black majority at Columbia. There was also hearsay testimony from one white parent from the Columbia district suggesting that the double transfer proposed by the board would cause further white flight from the Columbia zone, and would recapture for the public school system certain whites who, as present residents of Columbia, are not now allowed to attend Rainbow school.

As opposed to these arguments, the school board first denies that Columbia is "stable" (whatever that term means), pointing out that in two years because of changing housing patterns it has gone from majority white to 80% black. The board next points out that all of the students involved must be bused in any event and that both in distance and travel time they will be nearer to their new school under the board plan. Admittedly, this is only a make-weight argument, however, since the travel difference between the two plans is only a mile and in time no more than two or three minutes. More important, the board says, its plan adheres to its preference for completely contiguous attendance districts while that of the plaintiffs does not. Admittedly, the DeKalb school system has had some noncontiguous districts in the past but the Superintendent testified they had all been eliminated but one and that the one exception was contiguous but for a strip of the City of Atlanta by which the district was penetrated. Finally, and, it would seem, most important, the board says its plan is calculated to anticipate future increases in school population, thereby making the new attendance zones more permanent, whereas, as it says, more attendance zone changes would be required under plaintiffs' plan within a very few years.

Assessing these opposing arguments, the court concludes that, in the context here, such matters as contiguity of districts, distances to school, stability of school neighborhoods, and anticipation of future school populations are matters which address themselves to administrative or policy questions and are therefore (at least at the present time) the responsibility of the school board, not this court.

Going to the constitutional questions which do concern this court, it sees little to choose between the two plans and nothing to constitutionally mandate one plan over the other. This court has implicitly instructed the school board that any future zone changes should be made "so as to have the effect of furthering as opposed to hindering desegregation." *See* Order of November 3, 1976 at 23. Technically under this order, and if we admit that the function of the court was to merely choose between the two plans, the court would be inclined to favor the plan submitted by plaintiffs over that proposed by the board; and that for one trivial reason: the board's plan would increase the racially black majority at Columbia by approximately 4%, whereas the plaintiffs' plan would not. Otherwise, the difference in the racial impact of the two plans is virtually nil. Both would improve the racial balance at predominantly white Rainbow by approximately equal percentages.

But the court cannot measure every proposed zone change with a micrometer and, furthermore, the court does not consider its function to be a simple choice between the two plans; on the contrary, the only question before the court is whether the plan proposed by a duly elected school board is constitutional. If it is, then the court has no authority to overturn it; and taking into account the entire school plan with its allowance for future growth, the court does not feel that a 4% increase in the black majority at Columbia renders the plan invalid.

The naked fact is that the school population in the entire southern portion of KeDalb County is growing and its racial composition is going black by leaps and bounds. At some future point in time and on a proper presentation, the court may be called upon to deal with this entire development, although it is true that most all of these changes have been brought about by changing residential patterns, not by school board action. At least for the present, however, these larger problems are not before the court. Moreover, from the communications received by the court from this area in either letters from parents, conferences with the bi-racial committee, and indeed from the testimony at this hearing, it appears to the court that, without in any degree surrendering their constitutional rights, the main interest and emphasis of the black residents in this area is not so much for an exact racial balance as for quality education. By their own testimony they are presently getting quality education. By all accounts, the DeKalb school system is said to be the best in the state and perhaps one of the best in the nation. This did not just happen. Much credit for the situation must be given not only to interested and cooperative school parents, but also to an able and effective school board and school administration who, despite some possible shortcomings, are trying to obey the law. Quality educational systems are a fragile blessing, as many metropolitan areas have learned to their sorrow. When one is found it should not be harassed out of existence to satisfy fractional technicalities. To this end courts should defer to school board plans and recommendations unless constitutionally required to do otherwise. Considering all of these factors, the slight increase in the percentage of blacks in Columbia school appears to the court to be, at most, de minimis. This is intended in no way to rebuff the efforts of the bi-racial committee. The committee, however, does not sit as a supervisory school board. In this instance they properly sought a review of their views as well as those of the

board. Recognizing that their argument has some validity, the court still does not feel that the board's proposal is basically unconstitutional or that the committee's plan is constitutionally required.

At this point, the court deems it not amiss to comment briefly on the relationship between the school board and the bi-racial committee and to suggest a few guidelines to clarify the working relationship between the two bodies. The main concern appears to be the bi-racial committee complaints of its inability to get information from the school administration, and the tardy disclosure to the committee of contemplated plans and final proposals.

With regard to proposals and plans, it does not seem necessary for the bi-racial committee to be involved in the early planning stages of administration proposals which may never reach the board for its consideration. On the other hand, it would seem that the bi-racial committee's input would be helpful before proposals, such as zone changes, are submitted to the board for their final approval, and such input should be sought by the school administration. It is of course impossible for this court to mandate a precise point at which time the bi-racial committee must be called upon. However, past experience suggests that the committee must a least be informed of contemplated plans prior to any public hearings or meetings held by the school administration with parents of the children to be affected by such plans.[6]

---

[6] In the case of this most recent zone change controversy, Assistant Superintendent Renfroe met with Flat Shoals parents to discuss the overcrowding at that school and the alternatives available to relieve the overcrowding. Admittedly, no plans had yet been drawn, but the committee should have at least been apprised of the problem at Flat Shoals and the possible solutions prior to the meeting so that its members could have been informed participants in this meeting.

With regard to information sought by the committee, it must be remembered that the school system's primary function is to run the schools, and thus it cannot operate at the disposal of the bi-racial committee. Information should not be expected when it has never been compiled by the system, and compilation would be extremely burdensome to the system. However, where statistics have been compiled and are being used by the school system in its preparation of plans, such statistical information should be supplied to the committee as soon as possible.

Once again the committee and school administration are encouraged to work together in the formulation of plans and policies. The school system should seek, rather than avoid, the committee's input. And while the committee is to be commended on its active participation, it is also encouraged to be more understanding of the complex problems which the board and administration face in running the DeKalb schools.

In summary, the school board's proposed zone changes are hereby APPROVED.

IT IS SO ORDERED, this 6th day of October, 1977.

/s/ Newell Edenfield
NEWELL EDENFIELD
United States District Judge

UNITED STATES DISTRICT COURT
NORTHERN DISTRICT OF GEORGIA
ATLANTA DIVISION

(Caption Omitted in Printing)

ORDER

[Filed Dec. 27, 1977]

This civil rights action is now before the court on plaintiffs' motion for an award of attorneys' fees, costs and expenses, plaintiffs' motion for a protective order, and defendants' motion to defer consideration of the fee award.

In September, 1975 plaintiffs filed a motion for supplemental relief, claiming that DeKalb County was not in compliance with this court's 1969 order. After hearings held in August, 1976, this court issued its order on November 6, 1976, in which defendants were required to modify their majority-to-minority (M-to-M) transfer program and reassign faculty and staff. The court declined to find that defendants were in violation of the 1969 order with regard to attendance zone changes, and ordered no changes in attendance lines. The court did, however, set up a biracial committee which would oversee future zone changes and school purchase as well as the M-to-M program.

Plaintiffs then moved as the prevailing party for an award of attorneys' fees, costs and expenses pursuant to 20 U.S.C. § 1617 which provides in relevant part:

> Upon the entry of a final order by a court of the United States against a local educational agency, a

> State (or any agency thereof), or the United States (or any agency thereof), for failure to comply with any provision of this chapter or for discrimination on the basis of race, color, or national origin in violation of title VI of the Civil Rights Act of 1964, or the fourteenth amendment to the Constitution of the United States as they pertain to elementary and secondary education, the court, in its discretion, upon a finding that the proceedings were necessary to bring about compliance, may allow the prevailing party, other than the United States, a reasonable attorney's fee as part of the costs.

Plaintiff's lead counsel submitted an affidavit setting out the amount and manner in which time was spent litigating this action between September, 1975 and this year, totaling some 240 hours, and has also submitted a list of expenses totaling some $470.00. Defendants do not contest that some attorneys' fee award is in order, nor that plaintiffs' attorneys actually spent this time and money litigating the action. Instead, defendants suggest that less time *should* have been spent on the case and the fee lowered accordingly.

Both sides point to *Johnson v. Georgia Highway Express*, 488 F.2d 714 (5th Cir. 1974), which sets out a list of criteria for determining an appropriate fee award. Using some of these criteria, defendants propounded a set of interrogatories for plaintiffs' attorneys to answer which would explain such things as the exact way in which the attorneys' time was spent, and the extent of the attorneys' experience in trying such matters. Plaintiffs moved for a protective order, arguing that the interrogatories were intended for purposes of harassment and delay. Defendants rebut this claim and further ask that this court refrain from making an award until the discovery is responded to.

With all deference to defendants' efforts to get additional information before the court on the matter of the

fee, and to plaintiffs' arguments that certain of the interrogatories are indeed burdensome and unnecessary, the court finds that it presently has sufficient information to make a reasonable fee determination, and therefore DENIES defendants' motion to defer.

In explaining the appropriate standards to be used in fixing a fee, the Fifth Circuit Court of Appeals noted in *Johnson* that such a determination cannot be reduced to a calculation with mathematical precision. 488 F.2d at 720. With that caveat in mind, the court proceeds to consider plaintiff's claim for attorneys' fees in light of these criteria.

Obviously the hours claimed by plaintiffs' attorneys is an important factor to be considered. In reviewing the list of hours spent, the court notes that over 100 hours are claimed for telephone calls, client conferences, and community meetings. While the lead counsel's presence was probably necessary for some of these conferences and meetings, a paraprofessional could have handled a substantial portion of this responsibility. 488 F.2d at 717. A paraprofessional could also have been used to some extent to inspect documents, despite the fact that some analysis was necessary in discerning the importance of the various statistics.

It should also be noted that co-counsel has submitted a list of hours, most of which was for research and preparation for hearings, which brings up the question of duplication of effort when two attorneys work on the same problem. Relevant to this consideration is the factor that a good deal of the legal questions presented by the case are neither novel nor particularly thorny. Often, the standards were clearly set forth in Fifth Circuit and Supreme Court opinions. Of course a substantial amount of time was necessarily spent culling the facts of the DeKalb County school situation and applying those facts to current case law. However, the court feels compelled

to reduce the amount of hours claimed in accordance with its own "knowledge, experience, and expertise of the time required to complete similar activities." [1] 488 F.2d at 717.

Reviewing the other factors of *Johnson*, specifically the attorneys' degree of skill and experience, the quality of the work performed, and the results obtained, along with the criteria previously discussed, the court hereby AWARDS attorneys' fees and expenses to plaintiffs in the amount of $12,000.00. Plaintiffs' motion for a protective order and defendants' motion to defer are hereby DENIED as MOOT.

So ORDERED, this 27th day of December, 1977.

/s/ Newell Edenfield
NEWELL EDENFIELD
United States District Judge

[1] The court's reduction of hours has the same effect as lowering the hourly rate.

UNITED STATES DISTRICT COURT
NORTHERN DISTRICT OF GEORGIA
ATLANTA DIVISION

(Caption Omitted in Printing)

ORDER

[Filed May 23, 1978]

This school desegregation action came before the court on May 15, 1978 for a hearing on four issues: (1) the closing of Heritage Elementary School, (2) the construction of eight additional classrooms at Flat Shoals Elementary School, (3) the continuing conflict between DeKalb County school officials and the Biracial Committee, and (4) intervenor Johnson's motion to cite defendants with contempt for failing to provide transportation pursuant to the M-to-M program.

1. Heritage is an eighteen-room elementary school, located in the northern section of DeKalb County. It has a capacity of 468 students [1] but for the past few years has had a declining student enrollment. This school year (1977-78) Heritage has a population of 269 students, not including kindergarten and special education students. Projected enrollment for the 1978-79 school year is 247.

The controversy before the court has resulted from defendants' plan to close this school as a regular elementary school and convert it to special education center for elementary-age students residing in the northern part

[1] The school system determines elementary school capacity, absent any special programs, on the basis of twenty-six students per classroom.

of the county. The county currently operates Scottdale Center as a special education high school. This facility is old and unsatisfactory, and defendants plan to transfer the Scottdale program to Margaret Harris Center, which is now serving as a special education center for elementary-age children in the northern portion of the county. Heritage has been chosen as the recipient school for the existing Margaret Harris program.

Plaintiffs and the Biracial Committee [2] oppose the decision to close Heritage, alleging that it will adversely affect a successful majority-to-minority (M-to-M) transfer program currently in operation there.[3] Nineteen students are presently enrolled in that program, and Heritage is the only school in the northern part of the county with substantial M-to-M participation. A spokesperson for the parents of the M-to-M students indicated that she had made an extensive effort to recruit black students, that black parents had visited a number of schools before selecting Heritage, that Heritage was selected primarily for its size and special reading, math and tutoring programs, and that the Heritage community had been receptive to the M-to-M students. She also expressed concern that if Heritage is closed, these M-to-M students will again have to adapt to a new school and that for this reason some might not continue to participate in the program. Plaintiffs and the Biracial Committee assert that other elementary schools in the northern portion of the county, which do not have M-to-M programs, are op-

---

[2] Pursuant to the court's November 3, 1976 order, defendants presented the proposed zone changes, which would result from the conversion of Heritage, to the Biracial Committee on April 3, 1978. The Committee rejected the changes stating that Heritage's current use should not be altered.

[3] Plaintiffs and the Biracial Committee oppose only the choice of Heritage as the recipient school for the special education program. They do not oppose, and in fact support, the decision to close the Scottdale Center.

erating significantly below capacity and would be appropriate choices as the recipient school for the special education center. They therefore contend that closing Heritage, which might otherwise be permissible, has an impermissible effect upon the M-to-M program.

Defendants contend that the conversion of Heritage will not have a racial impact. They note that the M-to-M students will be able to attend either Oakgrove or Hawthorne, the schools to which the Heritage students will be transferred, or any other schools they choose under the M-to-M program. They also note that the reading and math facilities are the same at all the elementary schools and that although tutoring services provided by the community may not already exist at Oakgrove or Hawthorne, such assistance is always encouraged.

Defendants also explain that although certain other elementary schools in that portion of the county are severely under capacity, after examination of all factors, Heritage remains the only sensible choice for conversion to a special education facility. Heritage has eighteen classrooms and defendants have determined that approximately that number will be required in the new center. All of the other under-capacity schools which were considered have at least twenty-three rooms. Defendants contend that to convert any of these larger schools would be an uneconomic use of taxpayer money. Defendants also note that some of the other schools which appear to be underutilized actually are housing special programs which require more space per child than the county usually allots. Further, at least two of the schools which are currently under capacity appear to be destined for major changes in enrollment due to their proximity to the MARTA line and expected new housing developments or in the event of a transition from "singles" apartments to family units. Finally, defendants argue that Heritage is in an ideal location for a special education center, which relies upon volunteer services, since it is near other

elementary schools and a high school and is located in the midst of a single-family dwelling residential community.

On the basis of the foregoing testimony, the court concludes that closing Heritage Elementary School to regular students will not have an impermissible effect on the M-to-M program, and, thus, on the process of desegregation of the county school system. The choice of Heritage over other under-capacity schools as the recipient school for the special education center, in the opinion of the court, is justified by its size and location and by the fact that to close any of the other schools would not be economical in terms of room usage or wise in view of possible future increases in student enrollment. Since the M-to-M students now attending Heritage will be able to transfer to Oak Grove or Hawthorne, along with their white classmates, and will have available to them essentially the same learning tools as they had at Heritage, the court concludes that the disruption in the program is not of legal significance. Accordingly, defendants' motion to change attendance zones is hereby GRANTED.

2. Also before the court are plaintiffs' and the Biracial Committee's contentions that the proposed construction of eight additional classrooms at the predominantly black (96%) Flat Shoals Elementary School will violate the court's June 12, 1969 order. That order states, "To the extent consistent with the proper operation of the system, the county board will, in locating and designating new schools, in expanding existing facilities, and in consolidating schools, do so with the objective of eradicating segregation and perpetuating desegregation." Plaintiffs argue that the Flat Shoals expansion is designed to contain the growing population of black students residing in the Flat Shoals district within that school zone and that such containment is contrary to the instructions of this court. Plaintiffs also allege that additional rooms are unnecessary at Flat Shoals inasmuch as three predominantly white schools located nearby have additional space.

Flat Shoals, which is located in the southern portion of DeKalb County, currently has twenty-seven regular classrooms and two mobile unit classrooms. Its enrollment is approximately 710 children, not including those enrolled in the special education and kindergarten programs.[4] Defendants have testified that the eight-room addition, which will be in the form of two pods containing four classrooms each, is not intended to confine black students to a predominantly black school but, rather, is to provide the existing student body with a better environment for learning.[5] Assistant Superintendent Joseph Renfroe testified for defendants as to the intended uses of the additional rooms. Two of the classrooms will replace the two mobile units presently operating at Flat Shoals. Another of the new rooms will be used for the kindergarten program which is being greatly expanded as the result of an increase in state funding. Three of the rooms will be used in connection with the county's special education program, another will be used as a reading and math lab and the final one will serve as a "multi-purpose" room. Defendants also note that the rooms will be fully air-conditioned and will have modern equipment and furnishings.

While the court recognizes the concerns expressed by plaintiffs and the Biracial Committee on this matter, it

---

[4] Defendants were before this court in September, 1977, as a result of a drastic and unexpected increase in the student enrollment of Flat Shoals which created severe overcrowding at that facility. At that time the court approved the installation of two portable classrooms and a change of attendance zones which zoned approximately 130 students out of the Flat Shoals district.

[5] Defendants also make much of the fact that these eight classrooms will not be used to bring any new students into Flat Shoals who do not now reside in that school zone. Clearly the court would not permit such a change.

cannot conclude, on this set of facts, that defendants' plan to construct these additional classrooms at Flat Shoals violates the June 12, 1969 order. However, to insure that this expansion never serves to contain the black student population in the Flat Shoals school, the court DIRECTS that the additional rooms be used *only* for those purposes that were stated to the court. Since the court is aware of the difficulties in determining at this point the precise number of special education classrooms which will be needed at Flat Shoals, it will allow defendants a certain amount of leeway in the allocation of the use of rooms as between special education classes and special learning laboratories. In no instance, however, are any of the new rooms to be used to house, or to permit the housing of, additional sections of any grade level.[6] The court will not condone additions to Flat Shoals which are designed, or will serve, to keep the growing black school population within the existing attendence zones. In the event the Flat Shoals enrollment continues to climb, and all indications are that it will, the court recommends that defendants seriously consider alternatives to further construction, such as alterations in attendance zones, and, possibly, some form of busing, in order to remedy the overcrowding which is bound to occur and to promote desegregation in the county schools. In considering additions to other predominantly black schools in the county, defendants are advised to keep this admonition in mind.

3. The next issue to be addressed is the Biracial Committee's request that the court establish certain guidelines delineating the authority of the Committee. Elaine Davis, testifying on behalf of the Committee, cited as points of contention between the parties the fact that defendants have failed to request the Committee's approval of their

[6] The three rooms being built to replace the mobile units and to house the kindergarten classes are, of course, excepted from this restriction.

actions, failed to follow its (the Committee's) recommendations, and continued to refuse to provide it with pertinent information.

As the court explained at the hearing on this matter, the Biracial Committee has no authority to order defendants to take or to forbid them from pursuing any specific course of action. Further, the court has no power to grant the Committee such authority. On the other hand, the Biracial Committee has *complete* authority to inquire into all matters involving the DeKalb County school system in which there are racial overtones. The Committee should investigate any problems it pinpoints, make recommendations to defendants, and seek relief in the court if it is not satisfied with defendants' response. The court INSTRUCTS defendants to furnish the Committee with whatever information it requests in connection with matters having racial overtones,[7] and, to the extent that defendants assert that the order creating the Biracial Committee gave it authority to oversee only certain race-related matters, defendants are to consider that order modified. Finally, the parties are cautioned that the court does not want to be plagued with this problem any further.

4. The final issue before the court is intervenor's motion to cite defendants with contempt for their failure to provide transportation for her child pursuant to the M-to-M program. On November 3, 1976, this court entered an order which provided:

> (1) The M-to-M program [is to] be modified so that any student may transfer from a school where his race is in the majority to any other school within the county in which his race is in the minority. Space must be made available in the receiving schools

[7] Defendants are advised that the court will frown upon standard refusals to provide information on the ground that the question has no racial overtones.

> for transferees who shall be given priority for space over other new students . . . . (5) Transportation shall be provided at the expense of the school system to any M-to-M student who so requests and who lives more than one mile from the receiving school. (6) These changes in the M-to-M program shall be implemented for transfers beginning in the 1977-78 school term. Students wishing to participate in the program for the remainder of the '76-77 school term, may transfer to a school which qualifies under the provisions of this order and in which there is space available. Transferees must provide their own transportation for the balance of the 1976-77 school term.

Intervenor is a white resident and citizen of DeKalb County and the parent of a minor child presently enrolled as an M-to-M student at Meadowview Elementary School, a predominantly black school in the county school system. Because she lives more than one mile from Meadowview, intervenor has requested that defendants provide her child with transportation to school in accordance with the court's order.

Defendants refuse to provide such transportation, however, and contend that the issue before the court does not relate to their refusal to provide transportation under the M-to-M program but "to the question of whether Intervenor can use the M-to-M program as a guise for obtaining transportation not otherwise available . . . under the special education program of the DeKalb County School System." Defendants assert that the child in question is a student in the General Learning Disability-Educable Program ("GLD-E") operated by DeKalb County, that she was enrolled in the GLD-E class at Flat Shoals Elementary School, and that when that class was transferred to Meadowview, she chose to remain with it, although transportation to Meadowview was not available for her under the special education program. After intervenor submitted applications to defendants for transportation

to Meadowview under the special education and M-to-M programs, defendants advised her that transportation was not available to Meadowview but offered to transport the child to any of three other schools in the system. Two of these schools were predominantly black, which was one of the main reasons advanced by intervenor for enrolling her child at Meadowview under the M-to-M program. Intervenor has rejected this offer and continues to enroll her child in the Meadowview program. Defendants, therefore, argue that they have not violated the court's November 3, 1976 order regarding mandatory transportation for M-to-M students.

The court disagrees. The language of the order is quite clear—"Transportation shall be provided at the expense of the school system to any M-to-M student who so requests and who lives more than one mile from the receiving school." Intervenor's child is an M-to-M student, enrolled at predominantly black Meadowview. She lives more than one mile from the school and she has requested that defendants provide her with transportation. Although this child may not have been one of the intended beneficiaries of that provision, she is clearly within the letter of the law, and, until such time as the order is modified,[8] defendants must comply with its terms. In view of the particular facts before it, however, the court DIRECTS only that defendants compensate intervenor for the costs of her child's transportation after May 15, 1978. Intervenor's requests, presented at the hearing on this subject, for compensation for her past transportation charges and for actual transportation for her child are

---

[8] The court's November 3, 1976 order provided: "Defendants may seek modification of [the provision requiring that they provide transportation] if, based on the number of students electing to exercise M-to-M transfers and the receiving schools chosen, a workable plan of transportation proves impossible." Defendants have not sought any modification of the transportation provision, however, and the court declines to alter or amend that order on its own motion.

DENIED at this time. The court INSTRUCTS the parties to discuss this situation further to see if some agreement can be reached and to return to the court with this problem only if they are unable to resolve it after *reasonable* negotiations.

In sum, plaintiff's motion to supplemental relief is DENIED, and defendant's motion to allow a change of attendance zones is GRANTED. Intervenor's motion to hold defendants in contempt is DENIED, but defendants are DIRECTED to compensate intervenor for the costs of transporting her child to Meadowview after May 15, 1978.

So ORDERED, this 23rd day of May, 1978.

/s/ Newell Edenfield
NEWELL EDENFIELD
United States District Judge

UNITED STATES DISTRICT COURT
NORTHERN DISTRICT OF GEORGIA
ATLANTA DIVISION

(Caption Omitted in Printing)

ORDER

[Filed Sep. 6, 1978]

This school desegregation case is now before the court on plaintiffs' motion to amend the court's order of May 23, 1978 and defendants' motion to alter or amend the court's order of November 3, 1976.

1. By order of May 23, 1978, the court permitted defendants to build an eight-room addition to predominantly black (96%) Flat Shoals Elementary School. Plaintiffs had contended that such construction would violate the court's June 12, 1969 order, which states, "To the extent consistent with the proper operation of the system, the county board will, in locating and designating new schools, in expanding existing facilities, and in consolidating schools, do so with the objective of eradicating segregation and perpetuating desegregation." Specifically, plaintiffs argued that the Flat Shoals expansion is designed to contain the growing population of black students residing in the Flat Shoals district within that school zone and that such containment is constitutionally impermissible. At a hearing on this matter, Assistant Superintendent Joseph Renfroe testified on defendants' behalf as to the intended uses of the eight rooms. As noted in the court's May order, two of the classrooms will replace two mobile units presently operating at Flat Shoals and another of the rooms is needed for the expanded kindergarten program. Three of the rooms will

be used in connection with the county's special education program, another as a reading and math lab, and the final one as a "multi-purpose" room. On these facts the court concluded that the construction of these additional rooms would not serve to contain the black student population in Flat Shoals school.

Plaintiffs, in their motion to amend, now request that the court order a desegregation plan implemented at Flat Shoals. They contend that by permitting rooms to be added which would house kindergarten and special education students, the court has somehow improperly distinguished between "regular" students and kindgergarten and special education students in its approach towards containment. The court finds this position to be without merit. In approving the construction it has not distinguished between classes of students but has merely held that the addition of *new* rooms for *new* programs in the Flat Shoals situation is not violative of existing court directives or the Constitution.

Plaintiffs also argue that the judgment should be amended because the additional rooms "will open up space previously committed so more regular students may be housed in a racially segregated setting." This assertion ie patently incorrect. In its May 23, 1978 decision, in order to guarantee that containment of the black student population never occurs as a result of these additional eight rooms, the court placed defendants on notice that the new classrooms were to be used only for the purposes stated to the court. Further, it stated:

> In no instance . . . are any of the new rooms to be used to house, or to permit the housing of, additional sections of any grade level. The court will not condone additions to Flat Shoals which are designed, or will serve, to keep the growing black school population within the existing attendance zones. In the event the Flat Shoals enrollment continues to climb, and all indications are that it will, the court recommends that defendants seriously consider alternatives to further construction, such as alterations in attendance zones, and, possibly, some form of busing, in order to remedy the overcrowding which is bound to occur and to promote desegregation in the county schools.

Order of May 23, 1976, at 6. It appears to the court, therefore, that should defendants deviate from the stated uses of the rooms in issue, plaintiffs' remedy will be a motion for contempt. The court declines to anticipate the need for such a motion at this time.

2. Also before the court is defendants' request that the court amend its order of November 3, 1976 to exclude the kindergarten and special education programs of the school system from the operation of the Majority-to-Minority (M-to-M) Transfer Program. Defendants contend that because of the special nature of these programs such an exclusion is appropriate. As to the participation of kindergarten students in the M-to-M program, defendants' primary concern seems to be the cost and operation of a transportation system for such students. The kindergarten program will be run on a split session basis with the first session from 8:30 A.M. to 11:30 A.M. and the second session from noon until 3:00 P.M. Defendants assert that they will be required to hire an additional set of buses to accommodate the midday transportation for M-to-M students and that the expense of these buses justifies the exclusion of kindergarten students from M-to-M participation. Plaintiffs argue, on the basis of cases involving desegregation plans, that current case law mandates the inclusion of kindergarten students regardless of possible increases in transportation costs.

Having considered the positions of both sides on this question, the court concludes that kindergarten students, for this and all subsequent school years, must be permitted to participate in the M-to-M program. *See Flax*

v. Potts, 464 F.2d 865 (5th Cir. 1972). However, because of "the tender age and special age of [the kindergarten] students," *Flax, supra*, at 869, the court declines to order defendants to bus these children. The court's order of November 26, 1976 is therefore modified to state that while the M-to-M program must be extended to the pre-school level, the parents of kindergarten students enrolled in M-to-M must arrange for the transportation of their children to the recipient facility. Further, since there seems to have been some confusion surrounding this matter at registration, defendants are DIRECTED to notify the parents of all kindergarten students, in writing, that they may still enroll their children in the M-to-M program this year if they so desire. Defendants are to transfer immediately any students who wish to participate in this program.

Defendants have also asked the court to modify its November, 1976 order to exclude special education students from the M-to-M program. As grounds for this request, defendants note that pursuant to the Rehabilitation Act of 1973, 29 U.S.C. §§ 701, *et seq.*, and the Education for All Handicapped Children Act of 1975, 20 U.S.C. §§ 1401, *et seq.*, they are required to adopt a system-wide plan designed to provide each handicapped child within their jurisdiction with full educational opportunities. In conjunction with this plan, plaintiffs must prepare an individualized education program for each handicapped child. This program is the collaborative effort of parents and professionals and is based upon a battery of tests and medical examinations and will be used to place the handicapped child in the least restrictive environment, as required by law. Defendants contend that permitting special education students to enroll in the M-to-M program will create a conflict between the placement procedures of the special education program and the operation of the M-to-M program and, therefore, seek their exclusion from M-to-M participation. Plaintiffs assert that defendants are merely attempting to stall desegregation of the county's school system still further by limiting the numbers of students eligible for this transfer program.

This controversy appears at this point to be a battle in the clouds. Only one special education student sought to enroll in the M-to-M program during the last school year and none have attempted to do so this year. Until such time as the number of special education students enrolled in the M-to-M program increases dramatically, therefore, the court refuses to consider defendants' position. Accordingly, special education students will not be excluded from participation in the M-to-M program. Since much effort has already been expended on the formulation of an individualized education plan for each student enrolled in the special education program, however, any student whose parents have already executed a consent form relating to his placement for *this* school year will not be allowed to participate in the M-to-M program this year. Conversely, any special education student whose parents have not already signed a consent form regarding the special program will still be able to enroll as an M-to-M student should his parents so desire. Defendants are DIRECTED to advise all parents of special education students in writing of this option under the M-to-M program within the next ten (10) days, even though some of the students will not be eligible to participate in the M-to-M program until the next school year.

In sum, plaiantiffs' motion to amend the court's order of May 23, 1978 is DENIED, and defendants' motion to alter or amend the court's order of November 3, 1976 is GRANTED in part and DENIED in part.

So ORDERED, this 6th day of September, 1978.

/s/ Newell Edenfield
NEWELL EDENFIELD
United States District Judge

UNITED STATES DISTRICT COURT
NORTHERN DISTRICT OF GEORGIA
ATLANTA DIVISION

(Caption Omitted in Printing)

ORDER

[Filed Oct. 26, 1978]

This school desegregation case is now before the court on plaintiffs' motion to alter or amend the court's order of September 6, 1978. Among other things, that order determined that while kindergarten students must be permitted to participate in the majority-to-minority (M-to-M) transfer program, the parents of such students and not the school board "must arrange for the transportation of their children to the recipient facility." Order of September 6, 1978, at 4. This decision was based largely on the court's concern that busing such young students, especially when they would be transported along with high school students, might cause them harm.

Plaintiffs now request that the court alter its order to require that the school board provide transportation to kindergarten M-to-M students. Having carefully read and considered both briefs, however, the court will adhere to its earlier decision. Accordingly, plaintiffs' motion to alter or amend is DENIED.

So ORDERED, this 25th day of October, 1978.

/s/ Newell Edenfield
NEWELL EDENFIELD
United States District Judge

UNITED STATES COURT OF APPEALS
FIFTH CIRCUIT

No. 78-3603
Summary Calendar*

WILLIE EUGENE PITTS, *et al.*,
Plaintiffs-Appellants,

v.

JIM CHERRY, *et al.*,
Defendants-Appellees.

Appeal from the United States District Court
for the Northern District of Georgia

July 16, 1979

Before GOLDBERG, RONEY and TJOFLAT, Circuit Judges.

PER CURIAM:

In this class action lawsuit parents of black school children challenge that portion of the district court's desegregation plan which does not require the DeKalb County school system to provide transportation for kindergarten children who elect to participate in the voluntary

---

* Rule 18, 5 Cir., see *Isbell Enterprises, Inc. v. Citizens Casualty Co. of New York, et al.*, 5 Cir. 1970, 431 F.2d 409, Part I.

majority-to-minority transfer program. We have uniformly held that kindergarten children need not be included in desegregation plans and have further ruled that parents must arrange for transportation of kindergarten children who choose to participate in a majority-to-minority transfer program. *Flax v. Potts*, 464 F.2d 865, 869 (5th Cir. 1972) *see Lockett v. Board of Ed. of Muscogee Co. Sch. Dist., Ga.*, 447 F.2d 472, 473 (5th Cir. 1971); *Arvizu v. Waco Independent School District*, 495 F.2d 499, 503 n.8, 504 n.9 (5th Cir. 1974). We affirm.

DeKalb County operates a majority-to-minority (M-to-M) transfer program in which any student attending a school in which he or she is of the majority race may transfer to a school in which he or she would be of the minority race. Participation in the program by students is voluntary. About 1,229 students or 6% of the black student enrollment has opted to participate. Federal court order required defendants to provide transportation for all M-to-M students.

In May 1978, the school officials asked the district court to exclude entirely all kindergarten children from the M-to-M operation. At that time defendants were not operating a fully funded kindergarten program. About 1,750 students participated in the kindergarten program, most of whom were educationally deprived or handicapped children. Of that number, about 150 or 42% lived more than a mile from the school to which they were assigned and were provided transportation to and from the half-day program. Defendants were in the process of expanding the kindergarten program by fully funding it and anticipated an increase to about 4,000 students with slightly less than 50% of that number being transported. Their predictions proved fairly accurate.

At present DeKalb County operates a state funded kindergarten program and uses state funds for operational costs, including transportation. The school system

currently transports just under 2,000 kindergarten children who live a mile or more from their school. Only M-to-M kindergarten children are not provided transportation.

Although the district court denied defendants' request to exclude kindergarten students from participating in the M-to-M program, the court declined to require the defendants to furnish transportation for those electing to participate, citing as its reason the tender age of the kindergarten students, Relying on *Swann v. Charlotte-Mecklenburg Board of Education*, 402 U.S. 1, 26-27, 91 S.Ct. 1267, 28 L.Ed.2d 554 (1971), and its progeny plaintiffs argue that prior decisions require that the transportation burden be placed on the school system, the right to transportation attaches regardles of age or grade, the right to transfer M-to-M is ineffective if transportation is not provided, and denial of transportation is constitutionally impermissible where a school system provides transportation to all other kindergarten children.

Addressing the issue of transportation for majority-to-minority transfer kindergarten students in *Flax v. Potts*, *supra* at 869, Judge Dyer said:

> Another prong of appellants' objection to the Comprehensive Plan approved by the trial court is the non-inclusion of kindergarten and first grade students in the cluster program. We find no justification for the non-inclusion of first grade students. They are part of the normal curriculum of the district and entitled to a full and equal integrated education. We believe, however, that because of the peculiarities of the kindergarten program, the limited nature of its operation, and the tender age and special needs of its students, its elimination from the over-all student assignment plan is neither unreasonable nor constitutionally impermissible. See *Lockett v. Board of Education of Muscogee County*, 5 Cir. 1971, 447 F.2d

> 472 [1971]. The kindergarten pupils will therefore continue to attend the elementary school nearest their home conducting a pre-school program. However, for the parents of those children who so elect, the majority-to-minority transfer provision of the Comprehensive Plan must be extended to the pre-school level to make the pre-school program in any elementary school in the district available, provided the parent can arrange for the transportation of his child to that facility.

While this Court required transportation be provided for M-to-M students in *Tasby v. Estes*, 572 F.2d 1010, 1015 (5th Cir.), *cert. granted*, —— U.S. ——, 99 S.Ct. 1212, 59 L.Ed.2d 454 (1978), we there permitted children in kindergarten programs to remain in neighborhood schools. *Id.* at 1014. Hence the issue of transportation for kindergarten M-to-M students was not reached. The other cases relied on by plaintiffs do not concern kindergarten children and do not control the instant case. *See, e.g., Swann v. Charlotte-Mecklenberg, supra* 402 U.S. at 30-31, 91 S.Ct. 1267; *United States v. Texas Education Agency*, 579 F.2d 910 (5th Cir. 1978); *Cisneros v. Corpus Christi Independent School District*, 467 F.2d 142 (5th Cir. 1972); *Brewer v. School Board of the City of Norfolk, Va.*, 434 F.2d 408 (4th Cir. 1972); *Clark v. Board of Education of Little Rock School District*, 426 F.2d 1035 (8th Cir. 1970).

Plaintiffs argue that the denial of transportation to M-to-M kindergarten students while providing transportation to non-M-to-M kindergarten students is unconstitutionally impermissible. We cannot reach this question on this record. In this case no indication is given regarding the racial composition of the non-M-to-M kindergarten students who are being transported. We cannot determine, therefore, the extent to which there is an exclusion of black children and inclusion of white children in the transportation of kindergarten children.

The district court could have legally excluded the kindergarten students from the M-to-M program. Refusing to do so but requiring parents to arrange transportation for kindergarten M-to-M students does not appear to abuse the discretion of the district court to fashion a desegregation plan for the constitutional fault which brought the case before the district court in the first place, taking into consideration all relevant factors, such as cost to to system and the tender age of kindergarten children.

Plaintiffs have not met their burden on appeal of demonstrating that the district court erred in this case.

AFFIRMED.

UNITED STATES DISTRICT COURT
NORTHERN DISTRICT OF GEORGIA
ATLANTA DIVISION

Civil Action No. 11946

WILLIE EUGENE PITTS, *et al.*

vs.

JIM CHERRY, *et al.*

ORDER

[Filed May 8, 1979]

This school desegregation case is now before the court on defendants' motion to alter or amend the court's order of November 3, 1976 to modify the majority-to-minority transfer program (M-to-M) in the DeKalb County School System in certain respects. Prior to November 3, 1976, the school system operated an M-to-M program which permitted a student attending a neighborhood school in which his race was in the majority to transfer to a school where his race was in the minority provided that the receiving school had the capacity to hold an additional student and that the minority race comprised no more than 40% of the student population. The student could only transfer to the "next closest school" meeting these criteria, however, and the County provided no transportation for students who exercised the M-to-M option.

In its November, 1976 order, the court modified this program by requiring that the school system provide M-to-M students with transportation and by eliminating the "next closest school" requirement. The court also

struck the 40% limitation and ordered that "the M-to-M program be modified so that any student may transfer from a school where his race is in the majority to any other school within the country in which his race is in the minority." In addition, the order provided that:

> (3) The school system shall publicize the M-to-M transfer procedure by paid advertisements in local newspapers; news releases to all media; brochures available at each school; and notices placed in school newsletters and newspapers no later than March 15 of each year. Such publicity shall be followed by notices sent to each parent or guardian no later than March 31 of each year.
>
> (4) Any student may exercise a majority-to-minority transfer once during the student's elementary career and once during the secondary school career. Once a transfer is effected, the transferee need not reapply for the transfer each year. If the student's race becomes a majority in the receiving school, he may (a) remain at the receiving school; (b) return to his neighborhood school; or (c) transfer to another school in which his race does not comprise more than majority of the studenty body.

On January 9, 1979, the Bi-Racial Committee, which was created by the court's November, 1976 order to oversee the operation of the M-to-M program, met, discussed and passed a motion recommending that the M-to-M program be modified as follows:

> (1) When a school's student population exceeds 26% black or the system-wide black percentage, whichever is greater, that school shall not be eligible to receive any additional M-to-M transfers.
>
> (2) When a school becomes ineligible to receive M-to-M transfers as discussed above, any existing M-to-M students enrolled in that school may exercise

an option to transfer to any other eligible school or to their neighborhood school.

(3) In determining whether a high school will be eligible to receive M-to-M students for the forthcoming school year, the racial makeup of the seventh grades of the feeder schools to that high school shall be used to project the racial makeup for the next school year.

(4) In order to achieve maximum utilization of the M-to-M program, the school administration will enthusiastically encourage participation by publishing a brochure detailing the assets of the program, and eligible schools, and fully promote the M-to-M program through the news media.

(5) All other aspects of the M-to-M program not in conflict herewith shall be left intact.

This motion was then presented to the DeKalb County Board of Education, and on January 15, 1979, the Board passed a resolution stating that it concurred with the Committee's recommendations regarding modification of the M-to-M program and directing its attorneys to seek this court's approval of these proposed changes. Thereafter, the instant motion requesting that the court amend its November order to incorporate the modification suggested by the Committee and approved by the Board was filed.

Plaintiffs have opposed the motion to amend, focusing primarily upon the request that the M-to-M program be modified so that black students participating in that program may only transfer to schools that are less than 26% (or the system-wide black student enrollment percentage) black. First, they contend that before issuing its November, 1976 order the court considered and rejected a similar proposal using a 15% figure and that the doctrine of res judicata bars relitigation of the matter now. They also argue that any limitation on a

student's right to transfer pursuant to the M-to-M program is constitutionally impermissible. Finally, while recognizing that the Bi-Racial Committee has suggested the 26% limitation in an effort to stem white flight in the southern portion of the country and thus promote integration in the county's school, plaintiffs assert that the proposed change in the program will not accomplish this goal.

A hearing on this matter was held on April 5, 1979. Defendants, as movants, called as a witness Ms. Elaine Davis, Chairperson of the Bi-Racial Committee. Ms. Davis testified that sometime in May, 1978, noting that most of the M-to-M students attended schools in the southern part of the country, the Committee became concerned about the relationship of the M-to-M program to the racial transition occurring these schools. As a result, Ms. Davis gathered statistics on the racial makeup of certain schools and on M-to-M enrollments over a period of years and presented this information to the Committee by means of charts and graphs. After studying this material, she and the Committee concluded that while the M-to-M program was not the cause of white flight in the southern section of the county, it was, because of the way it was being used by DeKalb parents, a negative factor in causing schools already in the path of natural integration as a result of housing patterns to "tip" and become predominantly black schools. Recognizing that the precise effect of the M-to-M program differs from school to school, the Committee concluded that if the M-to-M program were available only at those schools which are less than 26% (or the system-wide black student enrollment percentage) black, the program might become a positive factor in stemming white flight from transitional schools and neighborhoods. The Committee reasoned that with such a limitation, schools which were destined to "tip" might stabilize because M-to-M students who would have enrolled in those schools, would,

under the modified program, have to attend schools in the central or northern, majority-white sections of the county or stay in their already predominantly black neighborhood schools.

At the hearing, defendants introduced into evidence student enrollment figures, reflecting racial distribution and M-to-M participation, for both elementary and high schools. They also presented graphs comparing the increasing black student population and declining white enrollment over the past few years at certain schools which are presently in transition or which have recently become majority-black institutions. Where appropriate—Avondale, Cedar Grove, and Southwest DeKalb High Schools, and Bob Mathis and Rainbow Elementary Schools—the charts include an additional line reflecting what the black student enrollment would have been absent any M-to-M students; this latter line suggests that, at least in these five instances, the school would not have or will not become a majority-black school as quickly without the M-to-M students as it has or will given their presence. Finally, on the basis of present enrollment figures, defendants state that the following schools will be affected by the proposed change in the M-to-M program—Avondale, Cedar Grove, and Southwest DeKalb High Schools and Avondale, Canby Lane, Chapel Hill, Forrest Hills, Bob Mathis, Peachcrest and Rainbow Elementary Schools.

In opposition to the Committee's proposal, plaintiffs offered the testimony of a parent of an M-to-M student, Mr. Fred Gray. He stated that he feels the proposed 26% limitation would create a dilemma for black parents and students because students participating in the modified program would have to travel farther from home in order to attend an eligible school and because such a school would probably be overwhelmingly white and therefore would offer a less confortable social atmosphere for the child. As a result of these considerations, he felt that fewer black parents would enroll their children in

this program. Mr. Phillip MacGregor, Chairman-elect of the Bi-Racial Committee, also appeared for plaintiffs. He testified that while he had originally favored the Committee's suggested modifications, he has reconsidered his position and now believes that the M-to-M program has little effect on the racial transition presently occurring in the schools and that changing neighborhoods are the cause of the transition. Mr. MacGregor, for the same reasons stated by Mr. Gray, expressed concern that the proposed limitation would actually retard the M-to-M program and serve to confine black students to their majority-black neighborhood schools. Finally, plaintiffs introduced into evidence statistics revealing the racial transition in the county's schools from 1968 through the present and maps of the county which have been color-coded to reflect the white, black-resident, and M-to-M student populations of each elementary and high school.

The court is well aware that there is strong authority declaring that limitations of any sort on an M-to-M program are impermissible. In *Swann v. Charlotte-Mecklenburg Board of Education*, 402 U.S. 1 (1971), the Supreme Court recognized that "[i]n order to be effective, [an M-to-M program] must grant the transferring student free transportation and space must be made available in the school to which he desires to move." *Id.* at 26-27. On the basis of *Swann*, the Fifth Circuit stated, in *United States v. Texas Education Agency*, 467 F.2d 848, 886 (5th Cir. 1972), and *Cisneros v. Corpus Christi Independent School District*, 467 F.2d 142, 153 (5th Cir. 1972):

> An overall amelioration of any possible discrimination will tend to be accomplished by the use of the mandatory majority-to-majority transfer provision of *Swann*. . . . Such a provision will guarantee both races an unfettered right to attend schools with members of an opposite race or identifiable ethnic group, and with transportation provided.

Moreover, the Fourth Circuit has rejected a limitation similar to the one at issue here. In *Brewer v. School Board of Norfolk*, 434 F.2d 408, 412 (4th Cir. 1970), the court held:

> The limitation that would allow black pupils to transfer only to a school which has less than 30% of their race must be removed because it unduly restricts the schools to which these pupils can transfer [under the M-to-M program].

These cases make clear that the choice of a school under an M-to-M program lies with the student, not the school system; thus, a limitation of the type proposed by defendants and the Committee, which would interfere with a student's choice, would appear to be invalid as this court recognized in its November, 1976 order.[1] Nevertheless, if, as the Committee and defendants contend, the existing M-to-M program is being used in such a fashion that it is fostering segregation rather than promoting integration in the county's schools, and if it appears that

[1] There, the court considered defendants' proposal that the M-to-M program be available only in schools where the minority race comprises no more than 15% of the student body. It stated:

> Defendants contend that this will accommodate the preferences of many of the named movant-plaintiffs to transfer to the more predominantly white schools. However, this same limitation will inhibit students who desire to attend a school where their race is in the minority, but which is also close to their homes.
>
> The purpose of the current 40% requirement, and presumably the proposed 15% figure, is actually to prevent those schools from "tipping", or rapidly becoming predominantly black schools. Defendants have cited no authority, nor can this court find any support, for the use of such limitations in an M-to-M program to retard any change in the racial composition of a school in this manner. In fact, the implication from *Swann* is that very few restrictions should be imposed upon a student desiring to participate in an M-to-M transfer: "In order to be effective . . . space must be made available in the school to *which he desires to move*." 402 U.S. 26-27 (emphasis added). . . .

a limitation of the type presented here would relieve this situation, the court would not hesitate to refuse to follow these precedents.

With this in mind, the court has carefully reviewed the maps, charts, and graphs submitted by both sides. On the basis of the data presented, it cannot conclude that there is a significant tie between the M-to-M program as it presently exists and the rapid racial transition occurring in certain of the county's schools. As discussed more fully below, such transistion appears instead to have resulted from changes in neighborhoods where blacks are moving in and whites are moving out.

A comparison of statistics demonstrating the racial transition in schools prior to the implementation of a viable M-to-M program and after the introduction of such a program reveals that white flight in the presence of M-to-M is no greater than it had been before for schools in the natural path of integration. Prior to the 1977-78 school year, the first year in which a substantial number of students participated in the transfer program, white flight, coupled with the movement of blacks into new neighborhoods, had operated to transform at least seven predominantly white elementary schools into substantially all-black institutions. For example, as shown in plaintiffs' exhibit 8, Leslie Steele Elementary, which was 17% black in 1969, became 50% black in the next year, and 85% black by 1971. In the three school years between 1971 and 1973, Gresham Park went from 11% to 23% to 63% black, and Flat Shoals Elementary, only 4% black in 1972, had increased to 32% black in 1973, 54% in 1974 and 68% in 1975.

The following enrollment figures[2] from schools which participated in the M-to-M program and are presently

[2] These figures are drawn primarily from plaintiffs' exhibit 8 and defendants' exhibit 7. Where discrepancies occur, the court has used the figure which would be most favorable to the movant in this matter.

more than 26% black show that this pattern of white flight has continued but do not suggest that the presence of M-to-M students has hurried the transition.

School	1976 %B	1977 %B	1978 %B	January 1979 Total Enrollment	M-to-M (%)
Avondale	35	38	41	657	3 (.5%)
Canby Lane	8	20	47	684	18 (3 %)
Cedar Grove	21	33	55	754	73 (10 %)
Chapel Hill	13	22	42	732	3 (.4%)
Forest Hills	31	32	34	311	7 (2 %)
Bob Mathis	5	26	46	566	53 (10 %)
Peachcrest	26	31	42	502	8 (1 %)
Rainbow	5	15	40	756	53 (7 %)
Snapfinger	45	65	79	845	33 (4 %)

At Chapel Hill Elementary, where only three M-to-M students were enrolled, the back student population increased from 13% to 22% to 42% over a three school-year period. Canby Lane Elementary underwent similar transition, from 8% to 28% to 47% black, over the same span of time but it is difficult to see how, in a school of 684 students, the enrollment of eighteen (3%) M-to-M students encouraged any white migration. Forest Hills, on the other hand, with a 2% M-to-M population, saw very little (3%) racial transition between 1976 and 1978, thus suggesting that M-to-M has little or nothing to do with changing housing patterns. Nor is the racial transition in those elementary schools with the largest percentage of M-to-M students—Cedar Grove (10%) and Bob Mathis (10%)—out of keeping with the pre-M-to-M "white flight" statistics discussed earlier, given these schools' location in the natural path of integration in the county. Finally, as support for its conclusion that the transition occurring in these schools is caused by the changing complexion of the neighborhoods rather than the M-to-M program in any significant way, the court looks to the effect of the M-to-M program on

Fernbank Elementary School. Fernbank, which has had an increasing M-to-M enrollment since 1974, is located in a stable, predominantly white community which appears to be undergoing little or no racial transition. With a total student enrollment of 680, Fernbank has 142 black students (20.9%), 139 of whom are enrolled under the M-to-M program; it appears to have suffered little, if any, white flight as a result of these students, however.

An examination of the racial transition in the high schools both before and after the M-to-M program became viable also indicates that the M-to-M program played little role in bringing about such change. The transition occurring in Avondale, Cedar Grove and Southwest DeKalb High, all of which enroll M-to-M students, is consistent with that which took place at both Columbia and Walker High without the M-to-M program.

In addition to finding that the existing M-to-M program has not, by its usage, encouraged white flight and thus promoted resegregation of the schools, the court concludes that the implementation of the proposed limitation on the M-to-M program will not accomplish the intended goal of stabilizing the schools and preventing the erosion of their white populations. As noted earlier, defendants claim that the following schools will be affected by the change—Avondale, Canby Lane, Chapel Hill, Forest Hills, Bob Mathis, Peachrest, Rainbow, and Stoneview Elementary Schools and Avondale, Cedar Grove and Southwest DeKalb High Schools. Further testimony revealed, however, that Cedar Grove and Avondale High Schools and Bob Mathis Elementary have become majority black and therefore can no longer accept M-to-M students under any conditions. Moreover, Southwest DeKalb High School is so severely overcrowded that it can accept no new students at all. All of the remaining schools, with the exception of Rainbow Elementary, have less than a 3% M-to-M population, and it is unreasonable to assume that by precluding any additional transfers, the racial transition in

these schools would cease. Rainbow, with a 7% M-to-M enrollment, might undergo a slower transition if the proposed change were adopted but such relief is completely speculative.

Thus, considering the absence of a significant link between the present M-to-M program and the problem of white flight in certain of the county's schools and the dearth of facts indicating that the 26% restriction would have a positive effect upon these schools, the court concludes that this proposed change in the M-to-M transfer program should not be adopted. Without proof that the existing program is somehow obstructing or undercutting the integration effort, especially in light of the very persuasive testimony of two witnesses that they believe such a modification would inhibit participation in the M-to-M program and therefore essentially confine black children to their predominantly black neighborhood schools, the court can find no basis for ignoring the legal precedents discussed earlier in this order. Defendants' request that this 26% limitation be made a part of the M-to-M program is therefore DENIED.

The court must next consider defendants' recommendation that the November, 1976 order be altered to provide that "when a school becomes ineligible to receive M-to-M transfers, any existing M-to-M student enrolled in that school may exercise an option to transfer to any other eligible school or to their neighborhood school." As noted earlier in this discussion, that order establishes that when the student's race becomes a majority in the receiving school, he may remain at that school, return to his neighborhood school or exercise the M-to-M option and transfer to another school. Since it appears to the court that the proposed "modification" merely duplicates an existing provision in the M-to-M program, the court declines to adopt this alteration.

Similarly, the court sees no reason to modify its earlier order to require the school board to use the racial makeup

of the seventh grades of the feeder elementary schools to determine whether a high school is eligible to receive M-to-M students. At present "any student may transfer from a school where his race is in the majority to any other school within the county in which his race is in the minority". Order of November 3, 1976 at 24. Thus far, school officials appear to have estimated fall enrollments by race in the high schools with some degree of accuracy, and the court sees no reason at this time to modify its order to require a specific procedure.

The final item in the pending motion to alter or amend is defendants' request that the court amend its November order to include a provision requiring the school administration enthusiastically to encourage participation in the M-to-M program by publishing a brochure setting forth the assets of the program and by promting this program fully in the news media. Plaintiffs offer no opposition to this modification and, although the November order contains a related provision requiring publication of a brochure and other publicity, the court concludes that an amendment to this section is appropriate. Accordingly, the November 3, 1976 order is amended to include as a preface to paragraph 3, page 24 the following sentence: "In order to achieve maximum utilization of the M-to-M program, the school administration will enthusiastically encourage participation by publishing a brochure detailing the assets of the program and the schools which are eligible for M-to-M transfers and by promoting this program fully through the news media."

Under the November, 1976 order, the school system is to begin publicity regarding the M-to-M program by March 31 of each year. Children desiring to participate in the program are then given until May 1 of the school year preceding the year in which the transfer will be effective to enroll in the program. The court is aware that the publicity and promotion of the M-to-M program have been delayed this year because of the pendency of

this motion and therefore extends the deadline for registration of students in the M-to-M program until June 4, 1979, for this year only.

Finally, although the court has rejected the modifications to the M-to-M transfer program suggested by the Bi-Racial Committee and seconded by the school board, it wishes to commend the Committee, and especially Ms. Davis, for their attempts to attain an integrated school system in DeKalb County. The court hopes that these efforts will continue and in particular, it hopes that the Committee, in conjunction with the school board, will mount an all-out campaign to enroll black children as M-to-M students in schools which thus far have achieved little integration.

In sum, defendants' motion to alter or amend is DENIED in part and GRANTED in part, and the deadline for registration in the M-to-M program is extended until June 4, 1979, for this year only.

So ORDERED, this 8th day of May, 1979.

/s/ Newell Edenfield
NEWELL EDENFIELD
United States District Judge

IN THE UNITED STATES DISTRICT COURT
FOR THE NORTHERN DISTRICT OF GEORGIA
ATLANTA DIVISION

(Caption Omitted in Printing)

MEMORANDUM OPINION

[Filed Sep. 8, 1983]

In this motion for a preliminary injunction, plaintiffs seek to enjoin the defendants' implementation of administrative decisions in three schools in the DeKalb County School System. Specifically, plaintiffs challenge decisions made by defendants concerning Lakeside High School, Redan High School and Knollwood Elementary School. Since the factual circumstances and the requested relief at each school are separate and distinct, the court has trifurcated these proceedings. On August 25, 1983 the court commenced hearing evidence on the Lakeside issues. At the conclusion of the testimony and oral argument, the court orally announced its ruling. The purpose of this memorandum opinion is to provide written findings of fact and conclusions of law on the Lakeside controversy.

Alleging denial of equal protection of the laws, plaintiffs initiated this suit to absolve the vestiges of discrimination allegedly present in the DeKalb County School System.[1] Since a federal question is presented, the court's jurisdiction is invoked pursuant to 28 U.S.C. § 1331.

---

[1] This action initially was brought to desegregate the DeKalb County School System. Another member of this court created the minority-to-majority transfer system which is currently functioning in this county.

To state a constitutional violation based on the fourteenth amendment equal protection clause, plaintiffs must show not only racial imbalance in the schools, but also "a current condition of segregation resulting from intentional state action." *Washington v. Davis*, 426 U.S. 229, 240 (1976). To rebut this prima case, educational authorities must demonstrate that the current racial composition does not result from their past or present intentionally segregative action. *Price v. Denison Independent School District*, 694 F.2d 334, 350-51 (5th Cir. 1982). In *Swann v. Charlotte-Mecklenburg Board of Education*, 402 U.S. 1 (1971) the Supreme Court of the United States recognized that "virtually one-race schools within a district is not in and of itself the mark of a system that still practices segregation by law." *Id.* at 26. Yet, in school systems having a history of segregation, there is a presumption against schools that are substantially disproportionate in their racial composition. *Id.* Furthermore, when a proposed plan for conversion from a dual to a unitary system contemplates the continued existence of some schools that are all predominantly of one race, school authorities have the burden of demonstrating that the school assignments are nondiscriminatory. *Id.*

The primary issues presented for the court's consideration are 1) whether defendants purposefully conspired to discriminate against black students by obstructing the minority-to-majority (hereinafter M-to-M) transfers to Lakeside High School and 2) whether the application of the school's capacity limitation figures in implementing the M-to-M program at Lakeside was reasonable.

To support the position that defendants conspired to deny M-to-M transfer students the right to transfer to Lakeside High School, plaintiffs presented evidence of various school officials' statements and actions. For example, Norma Travis, Vice Chairman of the DeKalb County School Board, averred that the superintendent,

Dr. Robert Freeman, had declared "blacks should be kept in their place" during a "get acquainted" luncheon. She opined that Freeman made the statement because he thought she, a member of an ultra-conservative community, would like to hear such a statement.

The scene of the second incident bearing on defendants' intent occurred during a meeting held in the home of Edna Jennings on January 24, 1983. The purpose of this meeting was to discuss the responses to questionnaires sent to parents in various schools. In particular, a majority of the responses to the questionnaires voiced support for the creation of middle schools in the Lakeside area. As a result of comments by Paul Womack, the chairman of the DeKalb County Board of Education, about the M-to-M students' impact on middle schools, however, Travis stated most of the participants at the meeting changed their views on the need for middle schools.

Plaintiffs attempted to demonstrate purposeful discriminatory intent in the manipulation of the M-to-M program by presenting evidence of a conversation between Womack and Philip McGregor, a black member of the school board and the Bi-Racial Committee. McGregor testified that Womack had approached him about endorsing a proposed limitation on the number of M-to-M students in any given school. Specifically, Womack asked him to support a limit that would reflect the county's racial composition. Responding that he did not support such a limit, McGregor reminded Womack such a plan had been presented to and rejected by the judge formerly presiding over this case. Womack then argued that this court might react differently to such a proposal, but McGregor remained steadfast in his views.

Fourth, William Adams, assistant superintendent in charge of projecting enrollments in the various schools, testified about a meeting in Freeman's office on February

15, 1983 in which he and Freeman were discussing the possibilities of closing certain schools. Womack interrupted the meeting to receive information about the M-to-M program at Lakeside. Adams averred that Womack expressed the concern of residents in the Lakeside district about the increased number of black students opting to transfer to Lakeside High School. During this discussion Adams also declared that Freeman, referring to the number of M-to-M transferees, ordered, "Damn it, Bill, cut it off." In response, Adams said he told Freeman that he could not alter the projected number of students. Then Adams alleged that Edward Bouie, assistant superintendent in charge of the M-to-M program, offered to deal with the situation. According to Adams, Bouie stated "I've got the Bi-Racial Committee in my pocket and I can handle Roger Mills." [2]

Subsequently, Bouie testified he received Adams' projection for the 83-84 school year. Seeing a projected enrollment of 1485 an an overall capacity of 1560, Bouie testified that he determined that a limit of 110, rather than 75, should be placed on the number of students permitted to attend Lakeside via the M-to-M program. When this decision was later questioned, Bouie informed Freeman that he was removing the limit because some mistake had occurred. Based on these facts, plaintiffs contend that defendants conspired to deprive them of their equal protection rights.

On the other hand, Freeman testified that he did not make the statement "blacks should be kept in their place." He avvered that her testimony on this point greatly upset him and caused him to lose sleep. In addition, defendants presented testimony of three parents who attended the meeting at the Jennings' home on January 25, 1983. All three witnesses testified that before the

---

[2] Mr. Mills, a member of the Bi-Racial Committee, has been a strong advocate for the protection of minority students' rights.

meeting was formally called to order various conversations in small groups occurred. None of these witnesses heard any remarks that the middle schools would increase the number of M-to-M transfer students at Lakeside. Furthermore, at the conclusion of the meeting, two of the parents were avid proponents of the middle schools and felt like the implementation of middle schools in DeKalb County was a distinct possibility. The other parent did not favor middle schools because she was afraid their creation would increase taxes and not benefit her children who currently are in high school.

In addition, defendants presented testimony by Freeman, Bouie and Womack about the February 15, 1983 meeting. Generally, these defendants testified that Freeman and Adams were in conference about the middle school projction figures when Womack entered the office and expressed his constituency's concerns about the increasing number of students at Lakeside. After Womack asked for the projected figures concerning enrollment at Lakeside, Freeman testified that he called Bouie in from the hall to furnish Womack with the most recent projections. Upon supplying the information, Bouie testified that he left Freeman's office. Although Freeman did not remember making the statement, "Damn it Bill, cut it off," to Adams, he unequivocally testified that he did not make the statement with respect to the M-to-M students. Bouie also denied the statements Adams attributed to him.

Reminding the court that as a student and administrator he had witnessed the transaction from a segregated to a non-segregated school system, Bouie emphasized that he would never do anything to inhibit the education of a member of his race. He further explained that he did not understand that Adams' projected enrollment figures included the number of M-to-M students projected to attend the eighth grade. Therefore, Bouie testified that he felt that Lakeside High School

could accommodate at least 110 new M-to-M students. After receiving calls from concerned persons and re-examining the projected enrollment figures, Bouie realized that a mistake had occurred and told Freeman that the limit on the number of students permitted to participate in the M-to-M program would be abolished.

In addition, many witnesses testified about the accomplishments Dr. Freeman had made during the past two years with the DeKalb County School System. During Freeman's tenure as superintendent, the number of students participating in the M-to-M program has doubled. Inter alia, Freeman created the Fernbank Science Center and a writing center in which students from the entire county participate in groups whose racial composition is reflective of the general county school-age population. Freeman also instigated a summer reading program to encourage students to read when school was not in session. In the opinion of Elizabeth Andrews, a member of the DeKalb County Board of Education and various civic groups, including the National Association for the Advancement of Colored People, these activities pulled students from each region together to teach them how to cooperate and interact with each other. The programs, according to Andrews, improved the racial relations between black and white students.

After receiving information that minority students were not well represented in extra-curricular activities because of the lack of available transportation, Dr. Freeman approved the financing of an activities bus that would return students to their respective homes after an extra-curricular event. He also approved the revising of the athletic schedules to promote more interaction of predominantly white schools with predominantly black schools. As superintendent, Freeman has nominated and the Board of Education appointed four blacks and two women as assistant superintendents. Currently, 18 percent of high level administrators in the school system are

black in a county where 36 percent of the school-age children in the county are black. In addition, Freeman instigated an early retirement plan in which top administrators could opt to receive a bonus for retiring before they were so required. This plan not only has been cost effective, but also has presented the opportunity to appoint additional minorities under an affirmative action plan.

Several of the minority administrators testified about their working relationship with Freeman. For example, Dr. Eugene Walker, an administrator with the DeKalb County Community Center Unit of the DeKalb County School System, averred that he was hired by Freeman to operate programs with affirmative action. An assistant superintendent for the southern area of the county, Melvin Johnson explained that he had worked under three superintendents. He opined that the attitudes of principals and teachers had improved since Freeman had assumed office because there were no racial overtones in his administration. In accordance with those views, Eugene Thompson, assistant superintendent in charge of affirmative action, stated that he had been hired by Freeman, who was sensitive to the needs of blacks. He explained that Freeman did not send representatives to speak to predominantly black groups—he attended the meetings to determine their concerns and to answer their questions. Bouie, the assistant superintendent in charge of the M-to-M program, concurred in these opinions. He emphasized that Freeman did not impose any restrictions on his management of the program. Bouie also reiterated that he made the decision to place the 110 limit on the number of possible transferees to Lakeside.

As the fact-finder, this court was required to make credibility determinations based on the presented evidence with a view of not imputing perjury to any individual. This task was relatively simple, however, because most of the testimony could be reconciled. For

example, during the meeting at the Jennings' home all the witnesses testified that there were several small group discussions before the official meeting began. Although one witness testified an incriminating statement was made by Womack at the meeting, three other witnesses averred that the statement was not made in their presence. Therefore, assuming arguendo the statement was made, the impact of the statement was not disseminated to the group at large.

Yet, with respect to two circumstances in which directly contradictory evidence was presented, the court had to find one version of the facts more credible than the other version. Based on the tstimony as a whole, this court cannot give credence to perhaps the two most damaging statements imputed to Freeman during the course of this trial. The court finds that Dr. Freeman has conscientiously contributed to the improvement of interaction between the races in the DeKalb County area. He has promoted programs that are color-blind and are for the benefit of all children within the community. The court was particularly impressed with testimony by black community leaders not connected with the school system who testified that Freeman has promoted equality for black individuals when that course of conduct was not socially popular. In light of the many programs and activities that Freeman has inspired and approved, this court commends rather than condemns him for his work in promoting the educational needs of all children in the DeKalb County School System.

Likewise, this court cannot impute any purposeful discriminatory intent to Bouie. The court does not believe that Bouie would intentionally prohibit a member of this race from obtaining the educational background he or she desired because he was prejudiced against that child's color. Rather, the court finds that there were serious breakdowns in communication between Adams and Bouie. This lack of communication resulted in the morass of

complications in effectuating the school system's programs.

Although plaintiffs introduced Womack's conversation with McGregor to show the specific intent to discriminate against blacks, this court interprets this action as an attempt to approach this court through the Bi-Racial Committee. Accordingly, no unlawful motive can be imputed to Womack for attempting to litigate an issue.

Therefore, the court finds that plaintiffs have failed to show any invidious discriminatory intent on the part of any defendant in this case. Injunctive relief will not be granted on this ground.

The second issue presented for the court's consideration is whether the application of the school system's 26 students per one teaching station ratio was reasonably applied to limit the capacity of Lakeside to 1560 students. As a preliminary matter, this court will endeavor to give deference to proper educational policies established by a board of education except when those policies are not administered fairly to all individuals without regard to race, creed or color. To show that the number of 1560 was unreasonable, plaintiffs presented expert testimony which argued that the true capacity of Lakeside was 1638. According to defendants' expert, however, the actual optimum capacity of Lakeside is 1430. Yet, neither expert testified that the 26/1 ratio was unreasonable. Since this ratio has been used historically and is rationally related to the legitimate state purpose of promoting education, this court finds that use of the 26/1 ratio is reasonable.

Nevertheless, the court also finds that the 26/1 ratio was not fairly and accurately applied in this instance. As stated previously, the court finds that the confusion in this case arose from a breakdown in communications between the assistant superintendent in charge of the planning of enrollment projections and the assistant su-

perintendent in charge of the M-to-M program. The court is absolutely convinced that Adams was including projections for the new M-to-M transfers in his statistics and thought that everyone else knew it. To the contrary, however, the court is equally convinced that the other administrators did not understand this fact.

The administrator in charge of implementing the M-to-M program initially placed no limitation on the number of M-to-M students Lakeside could accept. After reviewing statistics from the planning office, he noticed a space available for 75 students and arbitrarily established a limit of 110 students. According to his testimony, Bouie would have established a maximum enrollment of 1595. When questioned about the 110 limit, Bouie removed the limit. Thereafter an unexpected large number of M-to-M applicants sought admission into Lakeside, but were refused admittance because their presence would place Lakeside over its computed capacity of 1560.[3] The transition from no limit to a maximum enrollment of 1595 then to no limit and finally to a maximum enrollment of 1560 demonstrates that school officials did not fairly, uniformly and accurately apply the 26/1 ratio in administering the M-to-M program at Lakeside High School.

Therefore, for the foregoing reasons, the court is compelled to grant relief to the plaintiffs. The court therefore confirms its oral order of August 31, 1983 directing the defendant, DeKalb County School System, to accept

---

[3] The capacity of the high school was computed by the following formula:

> Total number of teaching stations minus the number of special education rooms multiplied by the figure of 26 students per station equals the capacity of the school. Applying this formula reveals that the capacity of Lakeside is [63 (total stations)—3 (special education)] x 26 (students per station) = 1560 (total capacity).

students on the M-to-M waiting list for attendance at Lakeside up to a maximum enrollment of 1595.

IT IS SO ORDERED this 8th day of September, 1983.

/s/ William C. O'Kelley
WILLIAM C. O'KELLEY
United States District Judge

IN THE UNITED STATES DISTRICT COURT
FOR THE NORTHERN DISTRICT OF GEORGIA
ATLANTA DIVISION

(Caption Omitted in Printing)

MEMORANDUM OPINION

[Filed Feb. 22, 1984]

In this motion for a preliminary injunction, plaintiffs seek to enjoin defendants from building an addition to Redan High School.[1] After a trial on the merits, the court orally announced its ruling. The purpose of this memorandum opinion is to provide written findings of fact and conclusions of law on the Redan controversy.

Alleging denial of equal protection of the law, plaintiffs have invoked the jurisdiction of this court pursuant to 28 U.S.C. § 1331. At issue is whether defendants' actions in proposing an addition to Redan were discriminatory or designed to promote segregation and to hinder desegregation in the DeKalb County School System.

In 1969 the DeKalb County School System was converted from a dual to a unitary school system. *See* Order of November 3, 1976 (requiring defendants to "take affirmative action to disestablish all school segregation and to eliminate the effects of the dual school system"). As a result, the freedom-of-choice plan in the DeKalb

[1] Originally the motion for a temporary restraining order dealt with issues at three schools: Lakeside High School, Redan High School and Knollwood Elementary School. The court bifurcated the issues and decided the Lakeside controversy in September 1983. Plaintiffs orally abandoned the Knollwood issues prior to trial. Accordingly, the sole issues remaining relate to Redan High School.

County Schools was abolished; all students were required to attend school in the district of their residence. Subsequently, the court created a majority-to-minority (hereinafter M-to-M) transfer system, in which a student attending a school in which his or her race was in the majority could transfer to a school in which his or her race was in the minority. Implementation of the M-to-M program was in accordance with the court's "objective of eradicating segregation and perpetuating desegregation." Order of November 3, 1969. Recognizing that new school site purchases and attendance zone changes would be inevitable, the court declared that those actions should further this objective, but also should be considered "in the context of the circumstances existing at the time and the feasibility and practicality of available alternatives." *Id.*

When a racially discriminatory school system has been found to exist, the Supreme Court has required local school boards to "effectuate a transition to a racially nondiscriminatory school system." *Brown v. Board of Education*, 349 U.S. 294, 301 (1955) (Brown II). School boards operating dual systems have been "clearly charged with the affirmative duty to take whatever steps might be necessary to convert to a unitary system in which racial discrimination would be eliminated root and branch." *Green v. County School Board*, 391 U.S. 430, 437-38 (1968). Each instance of a failure or refusal to fulfill this affirmative duty continues the fourteenth amendment violation. *Columbus School Board v. Penick*, 443 U.S. 449, 459 (1979).

Once a school system has been fully converted from a dual to a unitary system, the Supreme Court has declared: "absent a constitutional violation, there . . . [is] no basis for judicially ordering assignment of students on a racial basis." *Swann v. Charlotte-Mecklenburg Board of Education*, 402 U.S. 1, 28 (1971).[2] To recover for a

[2] In *Swann*, Chief Justice Burger emphasized the limited involvement by the judiciary in the affairs of the school system as follows:

violation of the equal protection clause, plaintiffs must show not only racial imbalance in the schools, but also "a current condition of segregation resulting from intentional state action." *Washington v. Davis*, 426 U.S. 229, 240 (1976). To rebut this prima facie case, educational authorities must demonstrate that the current racial composition does not result from their past or present intentionally segregative action. *Price v. Denison Independent School District*, 694 F.2d 334, 350-51 (5th Cir. 1982).

Examining the question of discriminatory intent, the Supreme Court has ruled that actions having foreseeable and anticipated disparate impact are relevant to demonstrate a forbidden purpose. *Columbus Board of Education v. Penick*, 443 U.S. 449, 464 (1979). "Adherence to a particular policy of practice 'with full knowledge of the predictable effects of such adherence upon racial imbalance is one factor among many others which may be considered by a court in determining whether an inference of segregative intent should be drawn." *Id.*, at 465.

To satisfy the burden of establishing a prima facie case, plaintiffs introduced evidence that Redan High School had been operating in excess of capacity since the 1978-79 school year. Rather than redistrict students to relieve this problem school officials added portable classrooms to Redan on three occasions. Testimony by Assist-

---

> Neither school authorities nor district courts are constitutionally required to make year/by/year adjustments of the racial composition of student bodies once the affirmative duty to desegregate has been accomplished and racial discrimination through official action is eliminated from the system. This does not mean that federal courts are without power to deal with future problems; but in the absence of a showing that either the school authorities or some other agency of the State has deliberately attempted to fix or alter demographic patterns to affect the racial composition of the school, further intervention by a district court should not be necessary.

Swann v. Charlotte-Mechlenburg Board of Education, 402 U.S. 1, 31-32 (1971).

ant Superintendent William Stewart Adams indicated that the school board had never considered transferring students from a predominantly white school district into predominantly black schools.

The school board's proposed solution to the overcrowding problem at Redan was to build an addition to the school. This edifice would be located on property near Miller Road and Covington Highway and would provide classrooms for eighth and ninth grade students attending Redan High School.

It is undisputed that the school board has consistently rejected the concept of middle schools. Currently there are no junior high schools in the DeKalb County School System. Plaintiffs contended that the school board's unusual solution to the overcrowding problem, when considered with the school board's refusal to rezone Redan students and their placing of temporary structures on the Redan campus in the past, demonstrated defendants' desire to maintain Redan High School as a predominantly white school. This maintaining of the status quo, according to plaintiffs, infringed upon the rights of black students at South West DeKalb and Avondale high schools because they were denied the opportunity of attending a more racially mixed school. Therefore, plaintiffs have requested that the court enjoin the building of the Redan addition.

In rebuttal defendants argued that their actions were not discriminatory because (1) plaintiffs' proposed changes of attendance lines were not feasible; (2) except as a last resort, educational reasons precluded the transferring of students to noncontiguous school districts; (3) after considering other alternatives, the school board decided that the building of the addition was a unique solution to a unique problem; and (4) rather than promoting segregation, the new addition to Redan would increase

desegregation because the school could then accommodate M-to-M transfer students.[3]

In reviewing this matter, the court must examine whether defendants' actions were unlawfully motivated and were designed to deprive class members of equal protection of the law. Unless plaintiffs have shown the deprivation of a constitutional right, this court cannot interfere with the internal management of the school system. Therefore, this court is not required to comment upon the quality of education students operating under the school board's plan may receive; such determination is confined to the sound discretion of the administrators. In deciding whether defendants' actions are unlawful the court will examine each defense raised by defendants.

Defendants first showed that plaintiffs' proposal for changing the Redan attendance zone had not been feasible. The enrollment at Redan began to exceed its reasonable capacity in the 1978-79 school year. At that time both Avondale and Southwest DeKalb were operating with more students than the respective structures were designed to accommodate. This practice continued at Southwest DeKalb until the 1982-83 school year when there were 60 vacancies. In comparison, Avondale began to have seats available in the 1980-81 school year. Currently Southwest DeKalb has 166 spaces available and Avondale has approximately 123. The combined number of 289 seats, however, is not sufficient to accommodate the 746 students currently exceeding the capacity of 1560 at Redan.

The evidence further shows that these two schools have not been able to fully satisfy the overcrowding problem at Redan in the past. For example, in the 1978-79 and 1979-80 school years neither Avondale nor Southwest DeKalb

[3] Since 1979 students wishing to participate in the M-to-M program have not had the opportunity to request attendance at Redan because the school was overcrowded.

could accept additional students because they were both over capacity. In the fall of 1980, Redan was overpopulated by 522 students. Even though Avondale had 53 spaces available, Southwest DeKalb was not able to receive any additional students. Although the number of seats available at Avondale increased during the following years, the student population within the Redan district also increased. For example, in the 1982-83 school year, Redan had an excess of 542 students; the combined number of seats available to Southwest DeKalb and Avondale totaled only 170. Similarly in the current school year, Redan has approximately 746 students more than the reasonable capacity of 1560. The other two schools have space available for a total of 289 students. Therefore, rezoning students from the Redan district into these two schools was not feasible at any time because this solution would be only partially remedial in nature.

Even if sufficient space were available to Southwest DeKalb and Avondale, the court finds that meritorious reasons exist for not changing the attendance zones. First, the evidence showed that the majority of the indigenous black student population in the Redan district reside in the southern portion of the school district. Since the Southwest DeKalb school district is south of the Redan district, a reasonable rezoning of students currently residing in the Redan district would have the effect of removing virtually all the indigenous black population from Redan and increasing the number of black students at the predominately black Southwest DeKalb High School. Clearly, this change would promote segregation in both high schools.

The rezoning of students currently residing in the Redan district into the Avondale district would be equally unacceptable. Unlike the Southwest DeKalb district, which is contiguous to the southern boundary of Redan, the Avondale district only intersects with the Redan district at one point. If the court changed the attendance

lines and required students residing in the northwestern corner of the Redan district to attend Avondale High School, those students would have to travel through the Towers High School district before they entered the Avondale district. Since noncontiguous rezoning has generally been condemned except in the most extreme circumstances, this court finds that the transferring of Redan students to Avondale would not be feasible or practicable because a less strident solution to the problem exists.

The school board further defended the reasonableness of its proposed erection of the Redan addition by presenting the following evidence. Testimony by school officials revealed that defendants had attempted on three occasions to secure permission from the Bi-Racial Committe to construct a new high school on property located near Stephenson Road. In each instance the Bi-Racial Committee refused to permit the school board to purchase the property. In addition, defendants considered building additional classrooms on the existing Redan campus, but discovered that the construction would violate state building code regulations.

The building of an addition to Redan on a separate campus was a unique solution to a unique problem. In the history of the DeKalb school system there had never been overcrowding at any school to the extent of the current situation at Redan. The building of the new edifice not only would eradicate the over-capacity problem at Redan High, but also would provide M-to-M students with the opportunity to transfer to Redan, which has not received M-to-M students since 1979.

The above reasons by the school board persuade this court to find that the school board's decision to build the addition to Redan was not motivated by unlawful racial considerations. Having found that the school board's decision was not unconstitutional, this court is not required to evaluate the educational benefits that may arise from

the construction of the Redan addition. Furthermore, the court will decline to examine whether plaintiffs' proposals to the overcrowding problem would provide for better educational growth or more integration in the school system because "absent a constitutional violation there . . . [is] no basis for judicially ordering assignment of students on a racial basis." *Swann v. Charlotte-Mechlenberg Board of Education*, 402 U.S. at 28. Since plaintiffs have failed to demonstrate that defendants contravened their rights under the equal protection clause, the court denies plaintiffs' motion for a preliminary injunction.

In summary, the clerk is directed to enter judgment in favor of defendants and against plaintiffs. The motion for a preliminary injunction on the Redan issue is denied. Prior to trial counsel for plaintiffs abandoned the portion of the motion dealing with Knollwood Elementary School. Accordingly, no ruling on this portion of the motion is required.

IT IS SO ORDERED this 22nd day of February, 1984.

/s/ William C. O'Kelley
WILLIAM C. O'KELLEY
United States District Judge

IN THE UNITED STATES DISTRICT COURT
FOR THE NORTHERN DISTRICT OF GEORGIA
ATLANTA DIVISION

(Caption Omitted in Printing)

ORDER

[Filed Jul. 11, 1984]

Presently pending before the court is plaintiffs' motion for attorney's fees and costs incurred in the "Lakeside High School" phase of this action. The court issued its memorandum order on September 8, 1983 and its final judgment on February 29, 1984, and plaintiffs filed this motion on May 30, 1984. Because plaintiffs failed to file the motion within the time limits set by the local rules of the United States District Court for the Northern District of Georgia, the court denies plaintiffs' motion.

The plaintiffs claim attorney's fees and costs in this action pursuant to the Civil Rights Attorney's Fees Award Act of 1976, 42 U.S.C. § 1988 (1982), and 28 U.S.C. § 1920 (1982). In their brief, plaintiffs state that the latter statute, and Local Rule 351.1, do not govern the costs requested in this motion. Section 1988 allows the court discretion to award attorney's fees as part of the costs to prevailing parties in civil rights actions.

The district courts may set forth rules governing their practice and procedure which are not inconsistent with the Federal Rules of Civil Procedure. Fed.R.Civ.P. 83. Under Local Rule 421.1, a party seeking attorney's fees pursuant to § 1988 must file a motion within fifteen days

of the entry of the final judgment as to the party requesting the award. Failure to do so constitutes a waiver of the claims for attorney's fees under § 1988. Local Rule 421.2. Plaintiffs filed the instant motion approximately seven months after the issuance of the memorandum order, and ninety days after the entry of the final judgment.

Plaintiffs concede that district courts are authorized to promulgate rules governing the timeliness of claims for attorney's fees under § 1988. *White v. New Hampshire Dep't of Employment Sec.*, 455 U.S. 445 (1982); *Brown v. City of Palmetto*, 681 F.2d 1325, 1326-27 (11th Cir. 1982). They contend, however, that the term "final judgment" in Local Rule 421.1 could mean either a final trial court judgment or an appellate determination. Plaintiffs urge that the court define final judgment as an appellate decision. Because the court's order has been appealed, plaintiff's motion therefore would be timely.

The court declines to follow plaintiffs' suggestion that final judgment means final appellate decision. Strictly speaking, an appellate decision is not a "judgment," but is a mandate to the lower court. Plaintiffs cited a case decided by the United States Court of Appeals for the Seventh Circuit, *McDonald v. Schweiker*, 726 F.2d 311 (7th Cir. 1983), concerning the requirement of the Equal Access to Justice Act (EAJA), 28 U.S.C. § 2412(d) (1982), that fee application be filed within thirty days of final judgment. The court, noting that "final judgment" has different meanings in various contexts within the United States Code, held that final judgment under the EAJA meant final appellate decision. 726 F.2d at 313.

McDonald is not on point, because the court interpreted a federal statute which logically could refer to appellate determinations. In the instant case, "final judgment" appears in a local district court rule, regulating district court procedure. This local rule could not

purport to cover appellate procedure, and logically refers only to district court final judgments. Additionally, plaintiffs cited *White v. New Hampshire Dep't of Employment Sec.*, 455 U.S. 445 (1982) for the proposition that final judgment can be interpreted in various ways. In that case, however, the Court discussed confusion regarding the finality of district court judgments during litigation, *id.* at 453, and thus is inapposite.

Finally, the appeal to which plaintiffs refer is not of the Lakeside phase of the case, in which plaintiffs prevailed and seek attorney's fees. Rather, plaintiffs appealed the "Redan High School" portion of the case, in which defendants prevailed. The appeal thus has no bearing on the Lakeside portion of the case.

Plaintiffs also assert that this court may ignore Local Rule 421.1 in the interests of substantial justice. Local rule are "mandatory and are not to be waived." *Calmaquip Eng'g West Hemisphere Corp. v. West Coast Carriers, Ltd.*, 650 F.2d 633, 636 (5th Cir. Unit B 1981). In *Calmaquip*, the court cited with approval *Woods Constr. Co. v. Atlas Chem. Indus., Inc.*, 337 F.2d 888 (10th Cir. 1964), a decision of the United States Court of Appeals for the Tenth Circuit which upheld a local rule governing timeliness of costs requests. 650 F.2d at 636 n.4. The court in *Woods* reasoned that a definite time limit was needed on filing such claims, and that a litigant has a right to rely on local rules which bind parties and the court. *Id.* (citing 337 F.2d at 891).

Because of these important concerns, district courts possess extremely limited discretion to excuse compliance with local rules. *See Wirtz v. Hooper-Holmes Bureau, Inc.*, 327 F.2d 939 (5th Cir. 1964). In the instant case, the Northern District of Georgia promulgated Local Rule 421.1 specifically to comply with *Brown v. City of Palmetto*, 681 F.2d 1325 (11th Cir. 1982). In *Brown*, the court required local rules imposing time limits on attorney's fees filings under § 1988 to be explicit. *Id.* at

1327. "*Absent violation of a local rule* a claim for attorney's fees would be untimely only on a showing of unfair surprise or prejudice." *Id.* (emphasis added). Plaintiffs' claim that they should be excused from compliance with the rule is negated by the language of *Brown*, which clearly indicates that parties must comply with an explicit provision governing time constraints for § 1988 filings. Even if the court found exercise of discretion to be proper, plaintiffs offered no explanation whatsoever for their late filing. The court thus has no justification to ignore Local Rule 421.1 and denies plaintiffs' motion.

IT IS SO ORDERED this 11th day of July, 1984.

/s/ William C. O'Kelley
WILLIAM C. O'KELLEY
United States District Judge

UNITED STATES COURT OF APPEALS
ELEVENTH CIRCUIT

No. 84-8286

WILLIE EUGENE PITTS, *et al.*,
Plaintiffs-Appellants,

v.

ROBERT FREEMAN, *et al.*,
Defendants-Appellees.

Appeal from the United States District Court
for the Northern District of Georgia

March 22, 1985

Before VANCE and ANDERSON, Circuit Judges, and PITTMAN*, District Judge.

PITTMAN, District Judge:

In 1969, the district court issued a desegregation order that required the defendants to dismantle the previously dual school system and to institute a unitary system. In 1983, the black plaintiff class filed a motion in that proceeding to enjoin the defendants from expanding and constructing certain school facilities to relieve overcrowding at the Redan High School. In ruling on that motion, the district court, without giving notice and

---

* Honorable Virgil Pittman, U.S. District Judge for the Southern District of Alabama, sitting by designation.

holding a hearing on the issue, stated that the DeKalb County School System was unitary. It proceeded to find that the defendants did not act with discriminatory intent and denied the injunction. The plaintiffs appealed. They contended the district court erred in characterizing the DeKalb system as unitary and in making proof of discriminatory intent a requisite to affording requested relief. We agree and reverse and remand for further consideration.

The plaintiffs raised these three issues:

I. Whether the district court erred in holding that the DeKalb County School System was a unitary system and that plaintiffs were therefore required, under the Fourteenth Amendment to the United States Constitution, to show purposeful discrimination in order to prevail.

II. Whether the district court erred in holding that plaintiffs must prove purposeful discrimination to prevail since the complaint in this action is predicated on Title VI of the 1964 Civil Rights Act and the regulations thereunder, and proof of invidious motives need not be shown in connection with such claims.

III. Whether the district court was clearly erroneous in finding that the plaintiffs had failed to show purposeful and intentional discrimination and whether the court's findings were inadequate under Fed.R.Civ.P. 52.

We resolve issue I in favor of the appellants. Issue II was not addressed by the district court nor is it necessary to be addressed by this court. It may be appropriate to address it on remand. Issue III is moot because of the court's holding on the first issue.

The plaintiffs, in a black class action, originally instituted this action in 1968 against the DeKalb County Board of Education and various school authorities al-

leging that the DeKalb Copnty School System was unconstitutionally segregated on the basis of race. The school system at that time operated under a "freedom of choice" plan. Although each school had a corresponding neighborhood school attendance district to delineate which students were to attend which school, students were free to transfer to schools outside their attendance district. The action resulted in a 1969 desegregation order that required the defendants to dismantle the previous dual school system, to eliminate its effects, and to institute a unitary system. The court ordered that all students be assigned to the school in their respective neighborhoods. Students thus were required to attend the school located in the attendance district in which they resided. Each attendance district contained only one school. The attendance districts served no other purpose than to delineate which students were to attend which schools. The district court retained jurisdiction to oversee implementation of the order. The court exercised this jurisdiction several times during the succeeding years to enter orders on matters brought before it by motion. This appeal arises from such an order in which the district court refused to enjoin the expansion and construction of certain school facilities proposed by the school board to relieve overcrowding at Redan High School.

Redan High School, which has a predominantly white student population, has been operating in excess of its capacity since the 1978-79 school year. The number of students attending Redan has continued to increase at such a rate that they exceeded the school's capacity by 808 students in the 1984-85 school year. As an interim solution to this overcrowding problem, school officials have added portable classrooms to Redan on three occasions. As a more permanent solution, the school board decided to construct a new facility to accommodate the excess of students. Under this "Redan II" plan, Redan's attendance district would remain unchanged. Students in the tenth through twelfth grades would continue to use

the existing Redan High facility, while students in the eighth and ninth grades, who previously would have attended Redan High, would use the new facility. This arrangement would be unique in DeKalb County because it has no middle schools.

The plaintiffs in 1983 filed the motion that is the subject of this appeal seeking to enjoin the defendants from expanding the capacity of Redan High School by adding portable classrooms and constructing a new building. The plaintiffs alleged that the increased capacity of Redan, which would accommodate the existing overflow of white students there, avoided reassignment of those white students to nearby undercapacity high schools that were predominantly black. The school board's solution to the overcrowding, the plaintiffs argued, was intended to avoid desegregation and indeed would have a segregative effect. The plaintiffs argued that this avoidance of segregation —even if unintentional—violated the 1969 injunction requiring that the construction and expansion of school facilities be carried out "with the objective of eradicating segregation and perpetuating desegregation." *Pitts v. Cherry*, Civil Action No. 11946 at 7 (N.D.Ga. June 12, 1969) (currently *sub nom Pitts v. Freeman*). The plaintiffs proposed several alternative solutions to the Redan overcrowding problem. These proposals sought to relieve the overcrowding by redrawing the boundary lines of certain of the schools' attendance districts. The attendance districts as redrawn under the plaintiffs' proposals would require some students, who previously would have attended Redan, to attend other, undercapacity high schools within the DeKalb County School System. Unlike the defendants' plan, the plaintiffs asserted, these proposals would have a desegregative effect and would carry out the defendants' duty to eliminate the vestiges of its previous dual school system.

The district court, after a hearing, refusing to enjoin the planned expansion of Redan High School on the

grounds that the defendants' actions were not motivated by discriminatory intent. The court asserted at the outset that "[i]n 1969 the DeKalb County School System *was converted from a dual to a unitary system.*" *Pitts v. Freeman*, Civil Action No. 11946 at 1 (N.D.Ga. Feb. 22, 1984) (emphasis added). It is undisputed that no hearing with notice had been held to determine whether the DeKalb County School System had been converted to a unitary system. The court proceeded to hold that in reviewing the planned expansion of Redan High School, it had to "examine whether defendants' actions were unlawfully motivated and were designed to deprive class members of equal protection of the law." *Id.* at 5. "At issue," the court stated, "is whether defendants' actions in proposing an addition to Redan were discriminatory or designed to promote segregation and to hinder desegregation in the DeKalb County School System." *Id.* at 1. The court then found, on the basis of the evidence presented, that the defendants' decision to expand Redan High School "was not motivated by unlawful racial considerations." *Id.* at 8. It thus denied the plaintiffs' motion for an injunction. The court expressly declined to examine whether the plaintiffs' proposed solutions to the overcrowding would provide for better educational growth or more integration in the school system. *Id.* at 9.

The plaintiffs appealed, contending that the district court erred in characterizing the DeKalb County School System as unitary and in making proof of discriminatory intent a requisite to affording the requested relief. This court agrees, and, therefore, must reverse the district court's decision and remand the case for further consideration.

A line of Fifth Circuit cases[1] established the procedure to be used in this circuit in bringing school de-

[1] Decisions of the old Fifth Circuit are binding precedent in this circuit. *See Bonner v. City of Prichard*, 661 F.2d 1206, 1209-11 (11th Cir. 1981) (*en banc*).

segregation cases to a conclusion. *See, e.g., United States v. Texas Education Agency*, 647 F.2d 504 (5th Cir.1981) (Unit A), *cert. denied*, 454 U.S. 1143, 102 S.Ct. 1002, 71 L.Ed.2d 295 (1982); *Lee v. Macon County Board of Education*, 584 F.2d 78 (5th Cir.1978). The courts consistently have recognized that a previously segregated dual school system does not automatically become desegregated just because a constitutionally acceptable plan is adopted and implemented. *See, e.g., Texas Education Agency*, 647 F.2d at 508. District courts must retain jurisdiction over such cases to insure not only the implementation of the desegregation plan but also "the achievement of the ultimate goal—a unitary school system in which the State does not discriminate between public school children on the basis of race." *Lee*, 584 F.2d at 81. In order to conclude a school desegregation case, a district court must hold a hearing to determine if the school system indeed has achieved unitary status. *Texas Education Agency*, 647 F.2d at 509; *Youngblood v. Board of Public Instruction of Bay County*, 448 F.2d 770, 771 (5th Cir.1971). The plaintiffs should receive notice of the hearing's purpose, and the hearing should give them an opportunity to show why the court should continue to retain jurisdiction. *Texas Education Agency*, 647 F.2d at 509.

The district court did not follow these procedures in the case at bar. Its characterization of the DeKalb County School System as unitary was error. As the defendants suggest, it is possible that the district court did not intend its use of the word "unitary" to be equated with the unitary status that requires dismissal of the action. The court may have been stating merely that a constitutionally acceptable desegregation plan was implemented in 1969 thus making the school system unitary in some respects. Yet the district court committed error by applying the wrong standards of proof when it proceeded to require the plaintiffs to prove discriminatory in-

tent, a requirement that ordinarily would be appropriate only after a finding of full unitary status.

Until the DeKalb County School System achieves unitary status, it has an affirmative duty to eliminate the effects of its prior unconstitutional conduct. The United States Supreme Court has held that a previously segregated school system is under an "affirmative duty to take whatever steps might be necessary to convert to a unitary system in which racial discrimination would be eliminated root and branch." *Columbus Board of Education v. Penick*, 443 U.S. 449, 459, 99 S.Ct. 2941, 2947, 61 L.Ed.2d 666 (1979), *quoting Green v. County School Board*, 391 U.S. 430, 437-38, 88 S.Ct. 1689, 1693-94, 20 L.Ed.2d 716 (1968). *See Graves v. Walton County Board of Education*, 686 F.2d 1135, 1143 (5th Cir.1982) (Unit B). The Court has applied this duty specifically to the construction of new school facilities:

> In devising remedies where legally imposed segregation has been established, it is the responsibility of local authorities and district courts to see to it that future school construction and abandonment are not used *and do not serve* to perpetuate or re-establish the dual system.

Swann v. Charlotte-Mecklenburg Board of Education, 402 U.S. 1, 21, 91 S.Ct. 1267, 1279, 28 L.Ed.2d 554 (1970) (emphasis added). *See Lee v. Autauga County Board of Education*, 514 F.2d 646, 647-48 (5th Cir. 1975). The district court's 1969 desegregation order in this case applied these duties to DeKalb County:

> To the extent consistent with the proper operation of the system, the County Board will, in locating and designing new schools, in expanding existing facilities, and in consolidating schools, do so with the objective of eradicating segregation and perpetuating desegregation.

Pitts v. Cherry, Civil Action No. 11946 at 7 (N.D.Ga. June 12, 1969) (currently *sub nom Pitts v. Freeman*). Therefore, the DeKalb County Board of Education has an affirmative duty to solve the Redan High School overcrowding problem in such a way that it furthers desegregation and helps eliminate the effects of the previous dual school system.

In light of the defendants' affirmative duty to desegregate, it was error for the district court to hold that the defendants' planned expansion of Redan High School could be enjoined only if it was motivated by discriminatory intent. Until the DeKalb County School System achieves unitary status, official action that has the *effect* of perpetuating or reestablishing a dual school system violates the defendants' duty to desegregate. *See Wright v. Council of City of Emporia*, 407 U.S. 451, 460-62, 92 S.Ct. 2196, 2202-03, 33 L.Ed.2d 51 (1972). *Accord Columbus Board of Education*, 443 U.S. at 459-60, 99 S.Ct. at 2947-48. That duty likewise is violated when the school board fails to consider or include the objective of desegregation in such decisions as whether to construct new facilities. *See Lee*, 514 F.2d at 647-48. Therefore, if expanding the capacity of Redan High School would increase or perpetuate segregation as the plaintiffs claim, the district court should have enjoined the expansion; or, if expansion plans and construction have mooted that question, it should have enjoined the use of the facility as planned—regardless of the defendants' lack of discriminatory intent.

We do not hold, however, that the defendants' affirmative duty compels them to adopt the most desegregative alternative available. That position was rejected by this court in *Lee v. Annison City School System*, 737 F.2d 952 (11th Cir.1984). There we affirmed the district court's approval of a new construction proposal which was proposed by the school board in good faith, and which, although the court assumed that the plaintiff's

proposals would achieve even greater desegregation, would "achieve greater desegregation within the limits of practicalities such as funding and transportation." *Id.* at 957.

Therefore, this court must remand this case for the district court to do what it expressly declined to do before: examine the segregative and desegregative effects of the defendants' actions. On remand, the district court should study plaintiffs' and defendants' alternative solutions to the overcrowding problem to find the solution that best solves the problem in light of the valid educational concerns and other practicalities voiced by the defendants if the system is attempting to achieve greater desegregation. This court does not hold that the district court on reconsideration must enjoin the planned expansion of Redan High School if plans and construction of the facilities have mooted such action; however, the defendants will proceed at their own risk. One result could be the enjoined use of the facilities as planned.

Several of the district court's factual findings argue in favor of the defendants' plans. The district court relied on erroneous standards in drawing its conclusions. It may be that these plans would have a desegregative effect or would have less long-term segregative effect. The court remands the case to have the district court review the defendants' actions under the proper standards.

Because this court remands this action on the basis of the district court's misapplication of an intent standard, it does not address the second or third issue.

REVERSED AND REMANDED for proceedings consistent with this opinion.

IN THE UNITED STATES DISTRICT COURT
FOR THE NORTHERN DISTRICT OF GEORGIA
ATLANTA DIVISION

Civil No. C-11946

WILLIE EUGENE PITTS, *et al.*

versus

ROBERT FREEMAN, *et al.*

ORDER

[Filed Oct. 31, 1985]

The instant action is before the court on remand from the United States Court of Appeals for the Eleventh Circuit. A summary of the case's history is necessary for an understanding of its current procedural posture. The plaintiffs filed this lawsuit in 1968, claiming that defendants operated a racially segregated school system in DeKalb County, Georgia. In 1969, the court enjoined defendants from further racial discrimination, and set forth a plan to speed desegregation.

Plaintiffs again sought the court's assistance in 1976, claiming that defendants had violated the 1969 order. In the 1976 order, the court created a bi-racial committee to advise the school board and approve zone changes and school site purchases. The court also made certain modifications in the majority to minority (M-to-M) program.

Later orders were entered in 1977 and 1979. The earlier order concerned a zone change; the latter the M-to-M program. In both decisions, the court noted that

within the county the housing patterns were changing rapidly: blacks were moving in and white were moving out. This pattern in turn caused racial transition in the schools.

The next action taken in the case concerns the remand before the court. In 1983, plaintiffs sought an injunction claiming *inter alia* that the use of portable classrooms at Redan High School and the proposed building of a new school (Redan II) within the Redan attendance zone promoted segregation. The portable classrooms and Redan II were planned to alleviate severe overcrowding within the zone. Redan II would be an 8th and 9th grade school.

The court held a trial on the merits on February 1, 2, 3, 6, and 10, 1984. At the conclusion of the trial, the court made oral findings that defendants did not intend to discriminate and that Redan II did not have an adverse impact upon integration. (Tr., Vol. V, at 824). The court also found that plaintiffs' proposed alternatives, the "Rainbow" and "Lithonia" or "Stolee" plans, would create more segregation than currently existed. (*Id.*)

On February 22, 1984, the court entered written findings of fact and conclusions of law. Noting that the school system had been converted from dual to unitary in 1969, the court determined that plaintiffs had to prove defendants' intent to discriminate. Plaintiffs did not meet this burden. Although the order did not state specifically that Redan II had a nonsegregative effect, the court's findings indicated that such was the case.

The Eleventh Circuit reversed and remanded the case on March 22, 1985. *Pitts v. Freeman*, 755 F.2d 1423 (11th Cir. 1985). Noting that the district court had stated that the DeKalb school system was unitary, the appellate court cited a line of Fifth Circuit cases establishing the procedure to be followed in concluding school desegregation cases. A previously segregated dual system does not become desegregated automatically because a

constitutionally acceptable plan is implemented. The ultimate goal is achievement of a unitary system. To conclude a case, the district court must hold a hearing to determine if the system is unitary. Plaintiffs should receive notice to allow them an opportunity to show the court why jurisdiction should be retained. Since the case was not being terminated, the district court had not followed this procedure. *Id.* at 1426.

The appellate court noted that as defendants pointed out, the use of the word "unitary" in the district court's order may not have referred to that status which closes a case, but may have meant that a constitutionally acceptable plan was implemented. Nonetheless, plaintiffs did not have to prove discriminatory intent, which is required only after a finding of full unitary status. *Id.*

The court of appeals did not suggest that a hearing be held to determine whether the system is unitary. Rather, it apparently assumed that unitary status had not been accomplished. "Until the DeKalb County School System achieves unitary status, it has an affirmative duty to eliminate the effects of its prior unconstitutional conduct." *Id.* This duty specifically includes new school construction, to insure that it does not serve to perpetuate or reestablish the dual system. *Id.* The 1969 decree applied these duties to the county. *Id.* at 1426-27. "Therefore, the . . . Board . . . has an affirmative duty to solve the Redan High School overcrowding problem in such a way that it furthers desegregation and helps eliminate the effects of the previous dual school system." *Id.* at 1427. The court went on to state that in light of the county's affirmative duty to desegregate, it was error to hold that plaintiffs had to prove discriminatory intent. "Until the . . . System . . . achieves unitary status, official action that has the *effect* of perpetuating or reestablishing a dual school system violates the defendants' duty to desegregate." *Id.* (emphasis in the original).

The court of appeals thus remanded "for the district court to do what it expressly declined to do before: examine the segregative and desegregative effects of the defendants' actions." *Id.* The appellate command does not require the district court to select the most desegregative alternative. *Id.* "[T]he district court should study . . . alternative solutions to the overcrowding problem to find the solution that best solves the problem in light of the valid educational concerns and other practicalities voiced by the defendants if the system is attempting to achieve greater desegregation." *Id.* If progress on Redan II has mooted an injunction against its construciton, the court possibly could enjoin use of the facilities as planned. *Id.* Finally, the appellate court stated that some of the district court's findings argued in favor of defendants' plans, but that erroneous standards were used.

The court held a telephone conference with counsel for plaintiffs and defendants on July 3, 1985. The court requested that the parties comment as to the course of action to be taken in view of the remand. In its letter of July 12, 1985, defendants stated that the court should not receive additional evidence. At the trial, the parties had presented evidence of Redan II's effects, as well as that of plaintiffs' alternatives. Defendants therefore believed that the court should determine specifically the segregative effect of these alternatives.

Plaintiffs' letter of July 15, 1985 noted that Redan II is almost complete. Therefore, the court should determine how the school must be used. Plaintiffs offered two suggestions for the use of Redan II. The first was for an 8th grade school with students transferring across attendance zones. Its second option was for a 7th and 8th grade school. This plan also would require students from different zones to attend other schools.

Plaintiffs presented no evidence and little explanation of these options. It requested that defendants analyze the

alternatives. At that point, plaintiffs could respond to the analysis, and the court could rule on the alternatives.

After reviewing the above mentioned letters, the court decided that a hearing would be helpful. Accordingly, a hearing was held on August 23, 1985, with counsel for all parties present. Plaintiffs suggested that the court redraw attendance lines to conform with their new alternatives. They claimed that such action would provide a greater desegregative effect than defendants' proposal, because more schools would be included.

Defendants asserted that the court should reanalyze the record and compare their plan with plaintiffs' old alternatives. Additionally, they presented charts showing the percentages of black enrollment in the elementary and secondary schools covered by plaintiffs' proposals, as well as a comparison of the new proposals using fall 1984 actual enrollments. The charts showed that black enrollment is rising in every cited school. The comparison indicated that the plaintiffs' plans would increase black enrollment in Redan II to make it a majority black school.

Plaintiffs informed the court that they had prepared a more complete description of their plans. They requested some time to present their own analysis, which the court granted. Defendants were given an equal amount of time to respond. Additionally, defendants agreed to provide the court with the actual 1985 enrollment figures, which would be available around September 20, 1985. In answer to the court's question, plaintiffs averred that they agree to the accuracy of these numbers.

Plaintiffs filed a letter with a brief analysis of their plans.[1] Because plaintiffs had not filed a brief, defend-

---

[1] Local Rule 215-2(b), NDGa., restricts letter communication to the court. In the instant case, both sides have been filing lettrs instead of motions or briefs. Therefore, the court puts the parties on notice that any further communication with the court should

ants informed the court that they were not going to respond. Defendants instead filed the actual 1985 figures. Plaintiffs have not replied to or commented upon these figures. Therefore, the court has before it the original evidence in the case, plaintiffs' brief description of its plans including its estimates of attendance, and defendants' charts as presented at the hearing and as updated in its September 24, 1985 submission.

Obviously, the court would prefer more information to evaluate the alternatives. Unfortunately, the court was not given this data, and thus must base its decision upon the information before it.

First, the court concludes that it must evaluate and compare defendants' plan and plaintiffs' new alternatives. The previously proposed plans assumed that Redan II would not be built. With its construction virtually complete, however, these plans lose their efficacy. Plaintiffs agree with this observation. Additionally, the Eleventh Circuit held that the district court on reconsideration need not enjoin the planned expansion of Redan High School if construction of the facilities has mooted such action. "[H]owever, the defendants will proceed at their own risk. One result could be the enjoined use of the facilities as planned." 755 F.2d at 1427. The progress of construction has mooted the option of enjoining the building of Redan II. Therefore, the court must consider whether defendants' plan should be enjoined in favor of plaintiffs' new alternatives.

As the court reads the Eleventh Circuit's mandate, the next step is to determine whether defendants considered integration in formulating their plan, and to "examine the segregative and desegregative effects of the defendants' actions." 755 F.2d at 1427. To complete this task,

---

be my way of briefs or motions and not letters. Defendants may continue to file their annual reports with the court as they have done in the past.

the court can look to some of the evidence presented in the trial which discussed the effect of the Redan II plan. Defendants have supplemented the evidence with actual 1984 and 1985 enrollment figures.

The reason behind defendants' plan is overcrowding in the Redan attendance zone. No one disputes that Redan High School is overcrowded. Defendants' solution was to build Redan II as an 8th-9th grade facility. Plaintiffs concede that Redan II would relieve overcrowding, but allege that it merely was a means of keeping Redan majority white and surrounding districts majority black. They claim that Redan II's effect would be further segregation, not integration.

The evidence presented at trial demonstrates that defendants took desegregation into consideration when deciding upon the Redan II plan, and that their alternative does not have a segregative effect. Instead, it aids integration. First, it opens up space for M-to-M transfers to Redan, which previously had not existed. Dr. Armor, defendants' witness, testified that many black students in DeKalb County had sought M-to-M transfers to other white schools. He did not believe that Redan would be an exception. More integration within Redan thus would occur. Additionally, the M-to-M openings would attract black students from neighboring majority black schools, which would increase desegregation in those areas.

At trial, the evidence indicated that the Redan zone had a growing indigenous black population. The number of black children in that area's schools was predicted to rise and approximate the county wide school system's white/black ratio. At the time of trial the school system was 38% black. Currently, it is 40% black. Redan's black population is growing. The area is developing into a stable naturally integrating community. To tamper with it could well upset the racial balance.

Defendants' 1984 and 1985 enrollment figures validated its trial evidence. In 1984, the percentage of black

students in Redan High School rose from 16% to 17.1%. The 1985 figures showed an increase to 22.3%. These numbers bear out predictions of increased black growth in the Redan area. The growing black school population is indigenous, because no M-to-M transfers are possible.

Defendants also used the recent enrollment figures to calculate the proposal's effect on racial composition of Redan II. Under the plan without M-to-M transfers, the 1984 black percentage would be 19%; the 1985 percentage is 24%. With 100 M-to-Ms, blacks will make up 31% of the student body. Two hundred M-to-Ms would result in a 36% black population. Because the current black ratio of white to black children countywide is 60/40, the M-to-M transfers will move Redan closer to the ideal rate. Even without M-to-Ms, the growing indigenous black population will result in more of an ideal racial balance in Redan schools.

The court also has examined some effects of Redan II that could be considered segregative. Redan still will be a majority white school, and Southwest DeKalb and Towers will be majority black schools. This flaw is not fatal, however. The main effect of Redan II will be to alleviate overcrowding, to accommodate growing black school population, and to provide space for M-to-Ms. This in turn will further integrate these schools from which the M-to-M students come.

The evidence therefore indicates that defendants have considered Redan II's effect upon desegregation, and have included integration as an objective in their planning. Redan II will have an overall positive desegregative effect. It will not reestablish or perpetuate a dual school system. Therefore, the court moves on to the next step: the analysis of the parties' alternatives to the overcrowding to find the solution that best resolves the problem, taking into account valid educational concerns and practicalities. 755 F.2d at 1427. To perform this study, the court first will discuss plaintiffs' plans to ascertain whether they are

segregative or desegregative. Next, the court will compare the three plans to determine which will best rectify the overcrowding situation with desegregative effect.

Plaintiffs' first option would make Redan II an 8th grade school. Eighth graders from Redan, Towers, and Southwest DeKalb would transfer into the new school. Two hundred fifty Redan High students from the upper grades would go to Southwest DeKalb High, and 175 would attend Avondale High. The plan contemplates redrawing of attendance zone lines; plaintiffs, however, did not present the exact location of the new lines. This alternative would increase racial balance at the new school, relieve overcrowding at Towers and Redan, provide more racial balance at Southwest DeKalb, and retain the 9th-12th grade curriculum.[2]

A close look at the first option indicates that it probably would not achieve its desegregative purpose. Based on 1984 figures, plaintiffs estimated that 55% of the new school's population would be black. Defendants used the 1984 and 1985 enrollment figures to determine that the

---

[2] Plaintiffs submitted the following list of schools impacted under the 8th grade plan:

	Before	8th Grade Plan
Towers High School	66% Black 64 over capacity	57% Black 76 under capacity
Southwest DeKalb High School	93% Black 100 under capacity	74% Black at capacity
Avondale High School	67% Black 168 under capacity	61% Black at capacity
Redan High School	21% Black 841 over capacity	21% Black at capacity

The court notes that plaintiffs have referred to Redan II as the Miller Grove School. For ease of reference, the court will continue to use the term Redan II.

percentage of black students in Redan II would be 56%. Thus Redan II, located in an area which has an indigenous growing black student population and is approaching the "ideal" racial mix, would be transformed into a majority black school. This plan would lower the black population in Towers and Southwest DeKalb, but these schools admittedly would remain majority black.

Another problem with plaintiffs' 8th grade option is the line redrawing. As stated earlier, plaintiffs did not illustrate their new attendance zones. The residential areas within Redan that are contiguous to Towers and Southwest DeKalb tend to be black. Redrawing Towers and Southwest DeKalb lines to include contiguous portions of Redan thus would add more blacks to the former zones. Additionally, Redan would become more white. Even a new district created from contiguous portions of the three zones would be majority black. This result surely does not further integration.

The only way to include white population centers within Towers and Southwest DeKalb would be to create non-contiguous districts. Such blatant gerrymandering would result in children having to travel past their old schools a greater distance to their new schools. Additionally, it would ruin the Redan area's natural desegregation process.

Another difficulty with plaintiffs' first option is the inclusion of Avondale for relief of Redan's overcrowding. As the court stated in its oral findings at trial, whether Avandole and Redan are contiguous is questionable. (Tr, Vol. V, at 825). The two zones touch each other only at one point. Children transferred from Avondale to Redan, and vice versa, would have to travel through the Towers district. As the court previously found, such a situation is untenable.

An additional concern is which high schools the Redan II students will attend. Plaintiffs did not specify whether

students would return to their original areas after 8th grade. If so, little will have been accomplished by plaintiffs' option except disruption.

The more likely plan would have these students attending Redan High School, as part of the new attendance zone. If this occurs, Redan High would become a majority black school. Plaintiffs' estimates and predictions do not take into account the growing number of indigenous blacks in the Redan area. Their plan would disrupt this natural desegregative tendency, a trend which experts agree is a good way to integrate. (*See, e.g.*, test. of Dr. Stolee, Tr, vol. II, at 190-91; test. of Dr. Armor, Tr, vol. III, at 388.)

Plaintiffs' 8th grade plan also would shut off M-to-M transfers into Redan. The 8th grade school would be majority black, thus preventing black students from transferring in. The high school would be majority white, at least at first, but at capacity. Dr. Armor estimated that numerous blacks would want to transfer into Redan, based upon the experience of other DeKalb schools.

Plaintiffs' estimates also do not provide for the phenomenon of "white flight." At trial, Dr. Armor described white flight in the school desegregation context as the failure of white students to attend the school to which they have been assigned manditorily. (Tr, vol. III, at 356-57). Referring to plaintiffs' original plans, Dr. Armor testified that from 25 to 50% of the white students whom the district transferred probably would not attend their new school. (Id. at 441-44). These figures were based upon studies conducted by Dr. Armor in other cities.

No estimates are available for plaintiffs' present alternatives, which were formulated after trial. Nonetheless, plaintiffs should have, but apparently did not, take into account the possibility of white flight. If it occurred at the rates predicted by Dr. Armor for the other plans, the desegregation value of plaintiffs' current op-

tions would be diminished. In summary, plaintiffs' 8th grade option may lead to greater segregation, and would block the natural integrated growth of the Redan area.[3]

Plaintiffs' second option is a 7th and 8th grade school including 7th grade students in the elementary schools of the following attendance zones: Rainbow, Fairington, Canby Lane, Woodridge, Redan (portion), and Mainstreet. Eighth grade students at Towers, Southwest DeKalb, Redan, and Lithonia High Schools also would attend Redan II. Additional, 175 Redan upper grade high school students would transfer into Avondale High and 133 would attend Southwest DeKalb High. This option would result in an integrated new school, relief from overcrowding at Rainbow, Mainstreet, and Redan Elementary Schools, and Towers, Lithonia, and Redan High Schools. Additionally, a special incentive grant from the State might be available.[4]

---

[3] The court is uncertain how Redan High School would remain 21% black if Redan II is 56% black and would send its students to Redan High. Additionally, 425 children will go from Redan High to Southwest DeKalb and Avondale Highs. These children must be white to lower the latter schools' black population. Subtracting these students from Redan's white population will increase the proportion of blacks to whites, assuming that the number of black students remains constant. Therefore, plaintiffs' assertion that Redan High will remain 21% black after its plans are put into effect can be correct only if a proportionate number of black children leave Redan High.

[4] Plaintiffs presented the following list concerning the effect of their 7th-8th grade plan:

	Before	7-8th Grade Plan
Redan High School	21% Black 841 over capacity	21% Black at capacity
Southwest DeKalb High School	93% Black 100 under capacity	87% Black at capacity
Avondale High School	67% Black 168 under capacity	61% Black at capacity

[Continued]

Plaintiffs' second suggestion creates problems similar to their first option. The 1984 enrollment figures indicate that blacks would amount to 45% of Redan II's students. In 1985, black enrollment would rise to 47%. These figures would exceed the ideal county-wide balance. The projected continuing indigenous black growth could lead to a majority black school in a few years. This plan also would lower black proportions in surrounding areas. Yet, these other schools' basic racial composition would not be altered; they would remain majority black.

Plaintiffs attached a map which showed the proposed zone for 7th graders. The court is not certain whether the map indicates from where the 8th graders would come, or which Redan High students will transfer into other areas. The latter students apparently would have to be white to reduce Avondale's and Southwest DeKalb's

---

[4] [Continued]

Towers High School	66% Black 64 over capacity	63% Black 24 over capacity
Lithonia High School	37% Black 231 over capacity	37% Black 190 over capacity
Rainbow Elementary School	97% Black 137 over capacity	
Fairington Elementary School	65% Black 81 under capacity	
Canby Lane Elementary School	93% Black 62 under capacity	
Woodridge Elementary School	17% Black at capacity	
Redan Elementary School	15% Black 329 over capacity	
Mainstreet Elementary School	18% Black 158 over capacity	

Plaintiffs have not yet supplemented their elementary school figures with 1985 enrollment data. The court therefore cannot determine how plaintiffs' plan will affect the racial composition of these schools.

black percentages. Thus they would have to come from areas of Redan which are not contiguous to the latter zones. As stated in the discussion of the 8th grade plan, such gerrymandering would result in children travelling past their old schools. As with the 8th grade plan, the inclusion of Avondale High also poses the problem of non-contiguous zone formation.

An additional drawback of the 7th and 8th grade plan is its inclusion of Lithonia, which all parties have conceded is a stable naturally integrated community. Its proportions of black students approximates the county-wide figure of 40% To include Lithonia would upset its racial balance.

As with plaintiff's first option, white flight could diminish severely the second plan's supposed integrative effect. Additionally, Redan II would be a majority white school, but just barely. Although it could accommodate M-to-M transfers, the areas's continued black growth indicates that soon Redan II will be a majority black school.[5] The 7th-8th grade plan would upset the Redan area's naturally occurring integration.

Plaintiffs' main argument is not so much that defendants' option is segregative, but that defendants should do more. In other words, defendants should use Redan's overcrowding to decrease black population at numerous other schools, some of which are contiguous. As the Eleventh Circuit noted, the court need not pick the most desegregative option available. 755 F.2d at 1427. After reviewing each alternative, however, the court concludes that defendants' plan provides more long term desegregative effect. Redan is becoming a naturally integrated community. The 1985 enrollment figures bear out Dr. Armor's predictions on this matter. Plaintiffs' options would disrupt that trend. In the words of Dr. Stolee, "if

[5] Which high school Redan II students will attend also is a question under this option. For an analysis of this subject, as well as of white flight and M-to-M, see the discussion *supra* at 10-13.

it ain't broke, don't fix it." (Tr. vol. II, at 190). (discussing Lithonia).

Plaintiffs' plans would increase the black populations of Redan II and the high school. These schools, along with Towers, Southwest DeKalb, and Avondale, would be majority black. The plans are not defined clearly. They do not account for possible white flight. M-to-M transfers would be lessened or eliminated.

In return for the problems caused by plaintiffs' plans, some surrounding schools will have a lower percentage of black students. This is a positive desegregative result. It is not enough, however, to override the negative implications of transforming Redan from a naturally integrating area into a majority black resegregated zone. This especially is true because the other schools will remain majority black.

Plaintiffs also protest that defendants' plan will place the burden of integration upon black students by way of the M-to-M program. A plan which depends upon voluntary desegregation has the advantages of allowing individuals to make their own choices and not to feel as though important decisions have been taken out of their hands and forced upon them. Obviously, if voluntary desegregation does not or cannot accomplish its goals, a mandatory plan will be necessary. In the instant case, defendants' plan, which is voluntary, accomplishes its desegregative objectives.

First, the court has determined on more than one occasion that recent racial school proportions are due to housing patterns rather than to a dual system. Second, voluntary desegregation by way of M-to-M transfers has worked well. Dr. Armor testified at trial that M-to-M transfers have increased the number of blacks at majority white schools in the county. He believed that the same pattern would be repeated in Redan. Defendants estimated that M-to-M transfers could increase Redan II's black population to as much as 36%. M-to-M trans-

fers also could provide space at the majority black schools for white M-to-M transferees.

Additionally, white flight may occur in a mandatory plan. Of course, the possibility of white flight is not enough to eliminate a desegregation plan. It should be considered, however, when comparing various alternatives. Plaintiffs did not take potential white flight into account. Thus, their calculations of the black percentages at Towers, Southwest DeKalb, and Avondale could be too low. Even without white flight, these schools still would be majority black under plaintiffs' plans. Finally, the Redan schools could be converted into majority black schools. This would ruin Redan's progress toward becoming a stable, naturally integrating community.

These factors demonstrate that defendants' plan of voluntary integration has a good chance of success. Conversely, the negative effects of plaintiffs' mandatory desegregation plans indicate that their alternatives will not promote integration as much as plaintiffs allege.

The defendants have acted in good faith to institute a solution to Redan's overcrowding that will increase integration. Therefore, plaintiffs' plan are not necessary: their integrative effect is no greater than, and actually is less than, that of defendants' alternative. Additionally, plaintiffs' options raise more valid educational concerns. First, they are more disruptive, involving the transfer of students who may not wish to attend another school. Second, defendants reject as educationally unsound the idea of placing 7th graders with students in the higher grades. A third factor is that defendants believe that separation of eighth and ninth graders from the upper classes would be beneficial. Although the court does not presume to set educational policy for the schools, defendants' educational concerns appear valid and reasonable.[6]

[6] Plaintiffs mention that the 7th-8th grade option possibly could garner state funds, but did not discuss this idea further. Defendants did not respond. Additional state funding could be a positive educational factor. Without more information, however, the court cannot determine the likelihood of such funding, or what its effect would be.

Additionally, plaintiffs noted that their plans would leave 9th-12th grade curricula intact. They did not point out why this would be beneficial. Assuming that it is, defendants have stated that separating 9th graders from older students also would have positive effects.

In summary, the court has analyzed the alternatives and has balanced them in light of their segregative and desegregative effects and valid educational concerns. The court finds that the long term effects of defendants' plan will be to increase desegregation, and that plaintiffs' plans will increase segregation in the long run. An important factor in this determination is Redan's apparent change into a more integrated community. Plaintiffs' plan would disrupt this transformation by making Redan High and Redan II into majority black schools. Finally, defendants have legitimate educational reasons for implementing their plan. On balance, defendants' alternative will foster integration and accommodate educational needs.

In the instant case, defendants have considered integration as an objective. As the court noted in its oral findings at trial, defendants should continue to take desegregation into account in its future school policy decisions. In this way, defendants can fullfill their mandate to solve school problems in a way that furthers desegregation. 755 F.2d at 1427.

The court denies plaintiff's request to enjoin implementation of defendants' plan.

IT IS SO ORDERED this 31st day of October, 1985.

/s/ William C. O'Kelley
WILLIAM C. O'KELLEY
United States District Judge

IN THE UNITED STATES DISTRICT COURT
FOR THE NORTHERN DISTRICT OF GEORGIA
ATLANTA DIVISION

(Caption Omitted in Printing)

ORDER

[Filed Nov. 7, 1986]

On November 5, 1986, the court held a conference to resolve several discovery disputes. Plaintiff asked the court for an extension of discovery time because his expert would not be available for defendant to depose until after the discovery period had lapsed. The court grants an extension of discovery time only for the purpose of allowing the parties to depose three experts: (1) Dr. Walberg; (2) Dr. Dantler; and (3) Dr. Cole. Defendants may depose Dr. Cole four weeks after they have made the material plaintiff requested available to him. Any discovery matters other than these three depositions must be concluded on November 15, 1986.

The parties may submit a proposed pretrial order one week before trial, if the trial is held on its currently scheduled date of January 20, 1987. Otherwise, the court will set both a new trial date and date for the pretrial order to be submitted.

As was anonunced at the conference, the following cut off times shall govern the most current information that may be presented at trial in the areas outlined below:

Information Area	School Term Cutoff Year
Student Testing	1985-86
Information on Students & Teachers	September, 1986
Demographic Data	1985

IT IS SO ORDERED, this 7th day of November, 1986.

/s/ William C. O'Kelley
WILLIAM C. O'KELLEY
United States District Judge

IN THE UNITED STATES DISTRICT COURT
FOR THE NORTHERN DISTRICT OF GEORGIA
ALANTA DIVISION

(Caption Omitted in Printing)

ORDER

[Filed June 30, 1988]

The DeKalb County School System (DCSS) was historically segregated by law. "Dual" school systems were maintained in the County, one for black students and another for white students. In 1954, the Supreme Court's landmark decision in *Brown v. Board of Education*, 347 U.S. 483 (1954), signaled the end of dual systems with its pronouncement that "in the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal." *Id.* at 495. The Supreme Court's decision imposed upon all school systems, which were maintaining dual systems at that time, the duty to dismantle the dual system, avoid the reestablishment of the dual system, eliminate the vestiges of the dual system and replace the dual system with a system in which all students, regardless of their race, are provided the same educational opportunities.

In 1968, the plaintiffs, certain black school children in DeKalb County and their parents, filed this class action on behalf of all black school children in DeKalb County claiming that the defendants had operated a racially segregated school system in violation of the United States Constitution. After this action was filed, the DCSS voluntarily undertook to work with the Department of Health, Education and Welfare (HEW), to develop a final and terminal plan of desegregation. In June, 1969, the court

entered a consent order which approved the proposed plan and enjoined the defendants from discriminating on the basis of race in operating the DCSS. The court maintained jurisdiction over the case to implement its order. In the two decades that this case has been pending, the court has rarely been asked to intervene.[1] Both parties

---

[1] There was no significant action in this case until September, 1975. At that time, plaintiffs sought to have the DCSS declared out of compliance with the 1969 order. Plaintiffs challenged the M-to-M program, assignment of staff, and changes in attendance zones. In 1976, the court entered an order requiring the DCSS to modify the M-to-M program to provide free transportation, to reassign faculty and staff to approximate the system-wide percentages, and created a Bi-racial Committee to oversee future boundary line changes, the M-to-M program, etc.

In 1977, the DCSS requested the court to approve a boundary line change for Flat Shoals Elementary School. After a hearing, the court held that the school's plan met constitutional standards and approved it.

In 1978, the DCSS filed a motion asking that kindergarten and special education programs be excluded from the M-to-M program. The court denied the motion.

In 1979, the DCSS, at the Bi-racial Committee's request, moved the court to amend its 1976 order to modify the M-to-M program, such that the only schools that would be eligible to receive transferring blacks would be those schools whose black populations did not exceed the system-wide percentage of black students. The Bi-racial Committee had suggested that such a limitation might help stop white flight from transitional schools and neighborhoods. The court denied modification of the order, finding that the transition of the southern schools was caused by the changing complexion of the neighborhoods, rather than the effect of the M-to-M program.

In 1983, the plaintiffs sought supplemental relief. Plaintiffs alleged that the DCSS had conspired to limit M-to-M transfers to Lakeside High School, that Knollwood Elementary School had been improperly expanded, and that Redan High School was also improperly increased. Plaintiffs later dropped their claim as it concerned Knollwood Elementary School. Separate hearings were held on the Lakeside and Redan issues. With regard to the Lakeside High School issue, the court ruled against the defendants. The court held for the defendants on the Redan issue. Although the court's first order on the Redan issue was reversed by the Eleventh

have worked together in the best interest of the school system.

On January 16, 1986, the defendants filed a motion for final dismissal. The defendants seek a declaration that the DCSS has achieved unitary status. When a federal court maintains jurisdiction over a school desegregation case, the school system must show that it is unitary before it can be dismissed from court supervision. *Green v. County School Board*, 391 U.S. 430, 439 (1968).

The meaning of unitary status has not been clearly defined by the Supreme Court. As there is no binding precedent in this circuit which articulates a precise definition for the term [2], this court will use the definition espoused by Judge Rogers in *Brown v. Board of Education* (Brown III), 671 F. Supp. 1290, 1292-93 (D. Kan. 1987), to determine whether the defendants have met their burden of proof. The following principles for determining unitary status were set forth in that case. First, "the nature of the desegregation remedy is to be determined by the nature and scope of the constitutional violation. *Milliken v. Bradley*, 433 U.S. 267, 280 (1977). No one plan can achieve unitary status in all school districts.

Circuit, the order issued by this court following remand also held for the defendants. The parties did not appeal that order.

[2] In Georgia State Conference of Branches of the NAACP v. Georgia, 775 F.2d 1403, 1413 n. 12 (11th Cir. 1985), the court noted "[s]ome confusion has been generated by the failure to adequately distinguish the definition of a "unitary" school system from that of a school district which has achieved "unitary status . . . . [A] unitary school system is one which has not operated segregated schools as proscribed by cases such as *Swann* and *Green* for a period of several years. A school system which has achieved unitary status is one that is not only unitary but has eliminated the vestiges of its prior discrimination and been adjudicated as such through the proper judicial procedures. Unfortunately, the terminology used to refer to these concepts is not universal."

The court also must be mindful that it is only segregation caused by the intentional segregative acts of the defendants that comprise the constitutional violation in this case. "De facto segregation (segregation caused by private choice) and segregation caused by authorities other than those sued in the case, are not part of the constitutional violation. . . ." *Brown III*, 671 F. Supp. at 1292 (citing *Keyes v. School District Number 1*, 413 U.S. 189 (1973); *Swann v. Charlotte-Mecklenburg Board of Education*, 402 U.S. 1 (1971)).

Because separate but equal schools violate the Constitution, the racial mix of students in a school is an important factor. The Court has emphasized on many occasions that while racial mix is important, racial balancing is not required. *E.g. Swann v. Board of Education*, 402 U.S. 1, 24 (1971). Even the existence of a small number of one race or virtually one race schools is not necessarily violative of the Constitution. *Id.* at 26.

In *Brown III*, Judge Rogers further recognized that "[s]egregative motive or the absence of such intent is relevant but not controlling in determining unitariness. 'The measure of the post-Brown I conduct of a school board under an unsatisfied duty to liquidate a dual system is the effectiveness, not the purpose, of the actions in decreasing or increasing the segregation caused by the dual system.' *Dayton II*, 443 U.S. at 538." *Brown III*, 671 F. Supp. at 1293.

In the *Brown III* opinion, Judge Rogers summarized by stating that a school system that has obtained unitary status is "one in which the characteristics of the 1954 dual system either do not exist or, if they exist, are not the result of past or present intentional segregative conduct of the defendants or their predecessors." *Id.* This court finds the definition of unitary status articulated by Judge Rogers to be the clearest and most serviceable definition of that term espoused by any court. It combines all of the essential requirements from the Supreme Court

opinions with a workable standard for a court to apply to the facts of a given case.

In *Green*, the Court delineated six pertinent areas that courts should examine in deciding whether a school system has met its burden of abolishing the former dual system. These areas include: student assignment, faculty, staff, transportation, extracurricular activities and facilities. The parties have requested that this court review one other area, quality of education, when determining if these defendants have met their burden of proof regarding whether the DCSS is now a unitary system. The court agrees that quality of education should properly be addressed.

The court held a hearing on the motion for final dismissal (or declaration of unitary status) on July 6-22, 1987. On November 22, 1987, after the parties had submitted their post-trial briefs and proposed findings of fact and conclusions of law, the court heard closing arguments on this motion. Earlier, plaintiffs filed motions for supplemental relief and to compel the DCSS to file a junior high plan. The court deferred ruling on those motions until it addressed the motion for final dismissal. All three motions are now ripe for decision.

STUDENT ASSIGNMENT

Much of the evidence submitted during the hearing on the motion for unitary status properly concerned student assignment. Indeed, the separation of the races is the primary indicator of a de jure segregated school system. Plaintiffs accurately stated that this court's duty, with regard to this issue, in their proposed findings of fact and conclusions of law at pages 54-55. Plaintiffs stated "[t]he court's task, in reviewing Defendants' progress in these areas, is to determine whether the remedies implemented by the Defendants have been effective in dismantling the old dual system. If they have, then the system should be declared unitary; if they have not, then

further relief must be ordered so that the duty to desegregate is fully and finally discharged. *Davis v. East Baton Rouge Parish School Board*, 721 F.2d 1425, 1434 (5th Cir. 1983); *Lee v. Macon County Board of Education*, 616 F.2d 805, 808-09 (5th Cir. 1980). See also *Swann v. Charlotte-Mecklenberg Board of Education*, 402 U.S. 1 (1971)."

DEFENDANTS' CONTENTIONS

The DCSS' position in this motion for unitary status is that it fulfilled its duty regarding student assignment in the 1969-70 school year when it closed the remaining de jure black schools and reassigned all students to their neighborhood schools under a bona fide neighborhood attendance plan. The DCSS argues that this action placed all students in the attendance zones they would have occupied in the absence of the constitutional violation. Although the DCSS concedes that the school system has undergone some resegregation since the implementation of the plan and the filing of the instant motion, the DCSS contends that shifting demographic factors and other factors beyond the DCSS's control caused this resegregation and that the DCSS is not legally responsible.

PLAINTIFFS' CONTENTIONS

Plaintiffs contend that the DCSS has the continuing duty to combat all resegregation until this court declares that the DCSS has achieved unitary status. Their goal was to produce evidence showing that the implementation of the 1969 order did not eradicate all of the vestiges of the prior dual system, and that the DCSS missed opportunities to fulfill its affirmative duty to eradicate all of the vestiges of the former dual system.

To support their argument that the implementation of the 1969 order did not desegregate the DCSS, plaintiffs asked the court to examine the resegregation that has occurred in the DCSS. Plaintiffs improperly place great

emphasis on the concept of racial balance[3]. Plaintiffs point to these 1986-87 school year statistics: (1) 47% of the students attending the DCSS are black; (2) 50% of the black students attended schools that were over 90% black; (3) 62% of all black students attended schools that had more than 20% more blacks than the system-wide average; (4) 27% of white[4] students attended schools that were more than 90% white; (5) 59% of the white students attended schools that had more than 20% more whites than the system-wide average; (6) of the 22 DeKalb County high schools, five have student populations that are more than 90% black, while five other schools have student populations that are more than 80% white; and (7) of the 74 elementary schools in the DCSS, 18 are over 90% black, while 10 are over 90% white.

Plaintiffs also contend that the DCSS missed opportunities to fulfill its duty regarding student assignments. Plaintiffs' primary evidence in this regard was the testimony of Dr. Robert Dentler[5] about the DCSS' failure to

---

[3] In *Swann*, the Court emphasized that racial balance is not the test of an unitary system.

> If we were to read the holding of the District Court to require, as a matter of substantive constitutional right, any particular degree of racial balance or mixing, that approach would be disapproved. . . . The constitutional command to desegregate schools does not mean that every school in every community must always reflect the racial composition of the school system as a whole.

Swann, 402 U.S. at 24.

[4] For purposes of this order all white and minority students other than blacks will be referred to as whites. There was no evidence presented that at the time this action was instigated that non-black minority students composed even one percent of the student population of the DCSS. Thus, 94.4% of the students attending the DCSS in 1969-70 school year were white.

[5] Dr. Dentler was qualified as an expert in the areas of student assignment, educational administration, staff desegregation, program development and evaluation, specifically in the areas of desegregation, demographics, human relations and transportation. (Transcript Vol. IX at 12-13)

take advantage of certain desegregative tools: (1) the DCSS did not subdistrict, that is, the DCSS did not break this large county into subdistricts and racially balance all of the subdistricts; (2) the DCSS did not expend sufficient funds to target minority learning opportunities; (3) the DCSS did not put in place community advisory mechanisms bearing on equalization of treatment, other than the bi-racial committee that was established by the court; (4) the DCSS could have modified the old "freedom of choice" plan to use it for desegregative purposes; (5) the DCSS could have clustered schools, placing children at different grade levels in different schools; thus, establishing a feeder pattern; (6) the DCSS could have used magnet schools earlier than DCSS chose to use them; and (7) the DCSS could have used urban to suburban exchanges of students. (Transcript Vol. IX at 43-47)

While the DCSS had an affirmative duty to eradicate the vestiges of the former dual system during this period, it is undisputed that plaintiffs did not seek court intervention to require the DCSS to implement any of the desegregative tools described above. In fact, plaintiffs did not seek further judicial intervention in this case until 1975, long after plaintiffs claim that other desegregative tools should have been utilized by the DCSS. Even then, plaintiffs did not seek implementation of the changes that they now seek.

DISCUSSION

Prior to the 1966-67 school year, the DCSS maintained dual attendance zones for both blacks and whites. Beginning with the 1966-67 school year, DCSS replaced the dual zones with a system of geographic zones with a "freedom of choice" transfer plan. While this plan resulted in a number of black students attending de jure white schools, the system had no significant impact on

the former de jure black schools. The majority of black students still attended the de jure black schools. While neutral on its face, the "freedom of choice" plan did not dismantle the dual systems. In *Green v. County School Board*, 391 U.S. 430 (1968), the Supreme Court held that "in desegregating a dual system a plan utilizing 'freedom of choice' is not an end in itself. . . . Rather than further the dismantling of the dual system, the plan has operated simply to burden children and their parents with a responsibility which *Brown II* placed squarely on the School Board." *Id.* at 440-42.

Within two months of the Supreme Court's decision in *Green*, the plaintiffs filed this action. By order of June 12, 1969, the consent desegregation plan for DCSS was implemented. That order was designed to be a final and terminal plan for desegregation. The order abolished the "freedom of choice" plan and implemented a single neighborhood school attendance policy. All of the remaining de jure black schools from the previous dual system were closed. In 1969, the school population of DeKalb County consisted of 74,741 students of which 3,754, or 5.6% were black.

Plaintiffs concede that "the closing of the black schools in 1969 did, for a time, result in the desegregation of the schools of DeKalb County. . . ." (Plaintiffs' trial brief at 7) The court agrees with plaintiffs' concession. Plaintiffs further contend that the DCSS has become resegregated and that the defendants are responsible for that segregation. While the court agrees that the DCSS has become largely resegregated since the 1969-70 school year, the court does not find that the defendants are legally responsible for the resegregation.

Plaintiffs concede that the racial segregation in DeKalb County is the result of demographic shifts. In fact, plaintiffs' leading expert, Dr. Dentler, testified that "there were profound changes taking place demographically [from 1969 until 1986 in DeKalb County]." (Transcript

Vol. IX at 38) Plaintiffs' correctly contend that not "until all vestiges of the dual system are eradicated can demographic changes constitute legal cause for racial imbalance in the schools." *Lee v. Macon County Board of Education*, 616 F.2d 805, 810 (5th Cir. 1980) (citing *Flax v. Potts*, 464 F.2d 865 (5th Cir.), *cert. denied*, 409 U.S. 1007 (1972)). Plaintiffs seemingly further contend, however, that until the school system is declared unitary, not all vestiges of the former dual system will be eradicated. Such a contention, of course, is erroneous. It is axiomatic that all vestiges of a dual system must be eradicated at a point in time before the school system is declared to have unitary status or the school system must be declared to have achieved maximum possible desegregation.

It is clear that the simple act of implementing a constitutionally accepted plan does not make a school system desegregated. *United States v. Texas Education Agency*, 647 U.S. 504 (5th Cir. 1981) (Unit A), *cert. denied sub nom., South Park Independent School District v. United States*, 454 U.S. 1143 (1982) (citing *Henry v. Clarksdale Separate School District*, 579 F.2d 916, 921 (5th Cir. 1978)); *see Thompson v. Madison County Board of Education*, 496 F.2d 682 (5th Cir. 1974). At points in their briefs, the defendants seemingly make the argument that such an implementation does relieve the school system of its affirmative obligations. To the extent that the defendants arguments can be read as supporting this contention, the court rejects their arguments. This court is mindful of the Fifth Circuit's guidance in *Lemon v. Bossier Parish School Board*, 444 F.2d 1400 (5th Cir. 1971), that "'[o]ne swallow does not make a spring.'"

The court will now examine the evidence presented at trial concerning the vestiges of the former dual system after the desegregation order was implemented in this case. When the June, 1969 order was initiated, all children were assigned to their neighborhood school. As the

court noted above, plaintiffs concede that this action effectively desegregated the DCSS for a period of time. The evidence that plaintiffs presented at the hearing which tends to show that the implementation of the June, 1969 order did not effectively desegregate all of the schools for a time period was presented by Roger Mills. Mr. Mills has been involved with this case in several different capacities. His initial involvement was as a named plaintiff in 1974, he subsequently became involved as co-counsel, and later served as a member of the bi-racial committee. He testified that "there were two schools that were majority black despite the implementation of the court order. The first school was Terry Mill Elementary School which was 76 percent black, and the second school was Stoneview Elementary which was 51 percent black." (Transcript Vol. VII at 190)

The court will accept the witness' contentions regarding these schools, because plaintiffs' exhibit number 95, which contained the same information, was admitted into evidence. The court notes, however, that plaintiffs did not show that Mr. Mills had a basis for personal knowledge of the school system during the 1969-70 school year. Mr. Mills did not enter this case until 1974, and he testified that he moved into DeKalb County on January 1, 1974. (Transcript Vol. VII at 188).

The court has some concern that two of the formerly de jure schools were majority black at the time the desegregation plan for DeKalb County was implemented. The court views one race schools in the DCSS, both now and then, with suspicion. "The existence of a small number of one race, or virtually one-race, schools [however] within a district is not in and of itself the mark of a system that still practices segregation by law." *Swann*, 402 U.S. at 26. The court was presented with no evidence that these schools are a vestige of the dual system. The evidence presented at the hearing showed that demographic shifts in the Atlanta Metropolitan Area began

in the 1950s. In the 1950s, the population of DeKalb County was basically white; but as more and more blacks moved into the Atlanta Metropolitan Area, the rapidly growing black population began to move into the southwest DeKalb County area. The area surrounding Terry Mill School was one of the first areas to be effected by a rapid shift in the minority population.

Dr. David Armour testified about why Terry Mill was a majority black school at the time the desegregation plan was implemented in DeKalb County. Dr. Armour is an expert in the areas of the educational and social effects of desegregation plans, including academic achievement; the effects of demographics on school enrollment trends; the evaluation of alternative desegregation plans; the causes of residential segregation; assignment of faculty and staff in school desegregation plans; research methods and survey methods; and statistical analysis of data. Armour testified that in 1966 Terry Mill had only two black students, and 590 white students. By 1967, due to the population shifts of black residents from the City of Atlanta into DeKalb County, 23% or 140 out of 613 students at the school were black. In 1968, when the plan was adopted, the percentage of blacks and whites was equal. By 1969, when the plan was implemented, the percentage of black students at the school was 76%. (Transcript Vol. V at 120-21)

There was no evidence presented that the former dual system in any way contributed to the rapid racial transition of that school. Nor was there evidence that a formerly de jure black school was located within that area. Terry Mill was, of course, a formerly de jure white school. For these reasons, the court cannot find that the prior unconstitutional acts of the defendants were responsible for the high percentage of minority students in Terry Mill School in 1969.

The court is not as concerned with the racial imbalance in 1969 in the Stoneview Elementary School. The racial

mix at that school was practically 50-50. There was only one percent more black students in the school than white students. That mix represents perhaps the ideal racial integration situation. Practically equal numbers of black and white children attended school together. The court notes that, unlike the majority of the County, this area has been characterized as a stable integrated area since the inception of the integration plan. The racial mix of the same school in the 1986-87 school year, according to plaintiffs' evidence, was 53% black.

There was insufficient evidence presented to this court from which it can make a determination, as defendants urge, that the implementation of the 1969 order resulted in full eradication of the vestiges of the dual system that would entitle them to a declaration of unitary status on this issue. While the court is satisfied that the two majority black schools that were in place when the order took effect in the 1969-70 school year are not vestiges of defendants' prior unconstitutional conduct, there was insufficient evidence presented about how long the school system remained relatively desegregated before demographic changes had the effect of resegregating certain schools. There is considerable evidence that the defendants actions in 1969 resulted in elimination of most of the vestiges of segregation. The achievement of unitary status in the area of student assignment cannot be hedged on the attainment of such status for a brief moment. For this reason, the court finds it necessary to examine the actions of the DCSS over the last two decades.

HISTORY OF THE DEMOGRAPHIC CHANGES IN DEKALB COUNTY

A true understanding of the problems and successes of the DCSS cannot be found without an examination of the demographic changes experienced by DeKalb County in the period between 1969 and 1986. DeKalb County has experienced phenomenal growth since 1950. In 1950, the

County's population was a mere 77,0000. By 1985, the population was in excess of 450,000.

In 1970, there were 7,615 non-whites[6] living in the northern part of DeKalb County and 11,508 non-whites living in the southern part of the county. By 1980, there were 15,365 non-whites living in the northern part of DeKalb County and 87,583 non-whites living in the southern portion. Between 1975 and 1980, approximately 64,000 black citizens moved into southern DeKalb County, most moving from the City of Atlanta. Meanwhile, approximately 37,000 white residents moved from southern DeKalb County to surrounding counties, mostly Gwinnett County. While there was some growth of the white population in southern DeKalb County from 1950 until 1975, in northern DeKalb County, the number of whites grew tremendously during that period.

As the result of these demographic shifts, the population of the northern half of DeKalb County is now predominately white and the southern half of DeKalb County is predominately black. Evidence presented at the hearing indicates that racially stable neighborhoods are not likely because whites prefer a racial mix of 80% white and 20% black, while blacks prefer a racial 50%-50% mix. (Transcript Vol. V at 53) The demographic shifts have also had an immense effect on the racial compositions of the DeKalb County schools. From the period of 1976-1986, at the elementary level, the DCSS experienced an enrollment decline of 15%, and within this change, an increase in black student enrollments of 86%. At the high school level, during the same period, DCSS experienced an enrollment decline of 16%, while the number of black students rose by 119%.

---

[6] In this context, the evidence presented to the court distinguished between whites and non-whites, that is, minority students including non-blacks.

STEPS TAKEN BY THE DCSS TO COMBAT DEMOGRAPHIC CHANGES

Since 1976, a bi-racial committee, appointed by the court, has reviewed all proposed boundary line changes, all proposed school openings and closings, and the M-to-M program. Since the implementation of court-ordered desegregation in this case, there have been approximately 170 boundary lines changes. Dr. William Clark, an expert in the areas of urban geography, demographic processes, statistics methodology, housing patterns and survey analysis, testified that the boundary line changes had no significant impact on the school populations, given the tremendous demographic shifts that were taking place at the same time. He opined that if no boundary lines had been changed, the shifting demographics still would have resulted in a significant increase in black population in many schools, especially those located in the southwest DeKalb area. Although the defendants' evidence showed that three boundary changes had at least a partial segregative effect, Dr. Clark testified, and this court finds, that even if a boundary change might have had a short-term effect on segregation, in the long run these boundary changes did not have a significant impact on the racial mix of the school populations. (Transcript Vol. I at 73-74)

To combat the shifting demographics, the DCSS voluntarily implemented a Minority-to-Majority program[7] in the 1972 school year. Using approximate numbers, 4,500 students of the 72,500 enrolled in the DCSS in the school year 1986-87 participated in that program. Participation has grown steadily in the program over the last decade at the rate of about 500 students per year. (Transcript Vol. V at 61) Dr. Armor testified that the impact of the M-to-

[7] The M-to-M transfer policy allows a student to transfer from a school in which his race was in the majority to one in which his race was in the minority.

M students goes far beyond the number of students transferring under the program. He testified that at the receiving school approximately two whites students for every black student is exposed to an integrated learning experience. (Transcript Vol. V at 61-62) Thus, approximately 19% of the students attending the DCSS had an integrated learning experience as a result of this program.

In the 1980s, the DCSS also instigated a magnet school program in schools located in the middle of the County. The location of these programs in the middle of the County is of critical importance for desegregative purposes. As was discussed above, the southern half of the County is predominately black, while the northern half of the County is predominately white. Only special academic programs located in schools in the middle of this rather large county have much potential for attracting both black and white students.

The magnet school program in effect at the time of the hearing include: a performing arts program at Avondale High School; the Scientific Tools and Techniques program at Fernbank Science Center; a science program for gifted and talented elementary children at Snapfinger Elementary School; a foreign language program at Briarcliff High School. At the hearing, Dr. Robert Freeman, Superintendent of the DCSS, testified that the DCSS also had plans to maintain programs at three other schools as magnet programs: the open campus located at Briarcliff; the Occupational Educational Center North; and the Occupational Educational Center Central. The DCSS has two other magnet programs on the drawing board: a school for the gifted and talented at Kittridge Elementary School and a program for four-year-olds at Evansdale Elementary School. The DCSS also operates a number of integrated experience programs: the writing center programs for both fifth and seventh graders that are racially controlled; the driving range school is racially controlled; summer school programs are racially controlled as much

as possible; and a racially controlled dialectical speech program was to be implemented in the 1987-88 school year.

HAS THE DCSS ACHIEVED MAXIMUM DESEGREGATION?

The court has examined the efforts that plaintiffs contend defendants should have taken to achieve unitary status in the area of student assignment, the steps that the DCSS has taken to accomplish their goal, the dynamics of the changing demographics, and the effects of the changing demographics on student attendance. With these factors in mind, the court must decide if the defendants have accomplished maximum practical desegregation of the DCSS or if the DCSS must still do more to fulfill their affirmative constitutional duty.

Most of plaintiffs' efforts to convince this court that defendants must do more to fulfill their constitutional duty centered on Dr. Dentler's testimony about what desegregative tools were at the defendants' disposal during the time that the resegregation of the County was taking place. Dr. Dentler summarized his testimony in this manner:

> [The DCSS] is racially imbalanced, it has schools that are extremely isolated racially, that continue to be identifiably black and identifiably white. It has failed to comply even in the broadest interpretation I could make with the single standard on certificated stat [sic]. It does not have a bi-racial committee which engaged [sic] in advising and guiding on desegregated strategies and race relations. It has an M-to-M program which has done about as much as it can do, which is very little, to desegregate the system. It has the barest bones beginnings of magnet programs, affecting in my count about 500 students at present, and there are some good ideas going, but they have a very long way to go, and they are in shortfall right now.

> So even on my briefest list, this district is segregated and has not offset the vestiges of discrimination as they impact on the child's daily learning experience, and that's the essence of the school treatment. It's not a unitary district, and its got some exciting good intentions which I have tried to note and honor, but . . . they don't bear on this assessment.

(Transcript Vol. IX at 123-124)

To rebut this evidence, the defendants presented the testimony of Dr. Christine Rossell, an expert in the areas of evaluation of alternative desegregation plans, the design and implementatin of desegregation plans, the effect of desegregation plans on learning, the effect of desegregation plans on demographics and statistical analysis of data. When asked whether she agreed with Dr. Dentler that the DCSS did not properly respond to the population shifts occurring during the 1970s and 1980s, Dr. Rossell testified:

> I am sure that [the DCSS] could have done something to make marginal adjustments, but these trends are so massive that [the DCSS] could only have had a marginal effect. The basic trend was racial transition, blacks moving from Atlanta into DeKalb County, and . . . there is nothing that would have changed that basic factor.

(Transcript Vol. XI at 85) When asked whether magnet schools would have worked in the mid-1970s, the period of time when Dr. Dentler advocates that such programs should have been started in the DCSS, Dr. Rossell testified that all studies available at that time, concerning the effectiveness of magnet programs, indicated that magnet programs were not very effective. (Transcript Vol. XI at 86-87).

To rebut Dr. Dentler's testimony that the M-to-M Program as implemented in the DCSS is ineffective, Dr. Rossell testified that, in 1987, the M-to-M transfers will reduce "racial imbalance by 18 percentage points if you

use the index of dissimilarity comparing blacks to non-blacks, by 20 percentage points if you use the relative exposure index comparing blacks to non-blacks. That is a fairly large reduction in racial imbalance." (Transcript Vol. XI at 87) Dr. Rossell further testified that the magnet programs and integrated learning experience programs implemented by the DCSS have had positive effects on desegration and racial exposure. (Transcript Vol. XI at 95).

Once again this court is faced with the "battle of the experts." The testimony of the opposing experts in this case is so contradictory that to accept the testimony of plaintiffs' experts necessitates that the court discredit most of the testimony of the defendants' experts, and vice-versa. Faced with this decision, the court finds the evidence presented by the defendants' experts to be more reliable on this issue. The defendants' experts were more familiar with the DCSS. They had spent more time than plaintiffs' experts in the DCSS, learning about the inner workings of the DCSS and its problems and successes, rather than treating the DCSS as a hypothetical situation. The court notes that Dr. Walberg, Dr. Armour, Dr. Rossell and Dr. Clark are leading experts in their respective fields and all have had considerable experience in the desegregation area.

Plaintiffs' desegregation expert, Dr. Dentler, did not base his testimony on an empirical study of the school system. Due to his lack of personal knowledge of the DCSS, he was forced to treat the DCSS as a hypothetical situation. Based upon data made available by the school system, his testimony centered on the failure of the DCSS to achieve racial balancing. The court found more compelling testimony about what is being and can be done to improve the quality of education for all students and achieve maximum practical desegregation at the same time.

Based upon the evidence presented at the hearing, the court finds that the DCSS has done everything that was reasonable under the circumstances to achieve maximum practical desegregation in DeKalb County. Plaintiffs request the court to go back in time and ask the question "what if the defendants had tried this then?" That time has passed. While there may be some case authority for approaching desegregation cases in that manner, this court will not dwell on what might have been, but what else should be done now. "At any time, more could have been done to achieve racial balance in the schools. But, it begs the issue of this case to argue that racial balancing must be done today because it was not done yesterday." *Brown III*, 671 F. Supp. at 1309.

Although the defendants might have been able to do something more to maintain desegregation while the dramatic population shifts were occurring, the court, based on the evidence presented at the hearing and the court's long involvement[8] in this case, finds that defendants' actions achieved maximum practical desegregation from 1969 to 1986. The rapid population shifts in DeKalb County were not caused by any action on the part of the DCSS. These demographic shifts were inevitable as the result of suburbanization, that is, work opportunities arising in DeKalb County as well as the City of Atlanta, which attracted blacks to DeKalb; the decline in the number of children born to white families during this period while the number of children born to black families did not decrease; blockbusting of formerly white neighborhoods leading to selling and buying of real estate in the DeKalb area on a highly dynamic basis; and the completion of Interstate 20, which made access from DeKalb County into the City of Atlanta much easier. (Transcript Vol. IX at 33) There is no evidence that the school system's previous unconstitutional conduct

[8] The undersigned was assigned to this case on January 8, 1981, approximately twelve years after its filing. Prior to that time, Judge Newell Edenfield supervised this case.

may have contributed to this segregation. This court is convinced that any further actions taken by defendants, while the actions might have made marginal adjustments in the population trends, would not have offset the factors that were described above and the same racial segregation would have occurred at approximately the same speed.

This court does not dismiss lightly plaintiffs allegations that the defendants could have done more to desegregate the DCSS. "The failure to take desegregative action by a district that had an affirmative duty to desegregate should be carefully examined by the court. If a district has consistently dragged its feet on desegregation then the vestiges of the segregated system may remain." *Brown III*, 671 F. Supp. at 1308. Although the plaintiffs, defendants, and the HEW all consented to the June, 1969 order implementing a race-neutral neighborhood school system, the Court later made it clear in *Swann* and *Green* that such plans would not satisfy the duty to desegregate unless it did effectively desegregate the system. Even though a student assignment plan may be racially neutral, unless the former vestiges have been removed, a race-neutral plan can perpetuate the former dual system.

To reiterate, this court finds that the implementation of the June, 1969 order eradicated most of the vestiges of the former dual system. Defendants' efforts to desegregate this system did not end there, however. When faced with rapid resegregation of the system, the DCSS implemented both a M-to-M program and a magnet program. Both of these programs were implemented without the prompting of this court or the plaintiffs. Both of these programs have achieved a degree of success in desegregation and racial exposure.

Although defendants did not implement all programs described as permissible in *Swann*, this court cannot find that it neglected its constitutional duty to eradicate the

vestiges of the former dual system. The great weight of the evidence indicates that the segregation that occurred in DeKalb County would have taken place at approximately the same speed whether or not defendants had implemented the desegregative tools described by plaintiffs. While racial mixture is a proper goal of a formerly segregated school system, there is no constitutional right for any student to attend a school having any particular degree or racial balance or mixing." *Milliken v. Bradley* (Milliken II), 433 U.S. 267, 280 n. 14 (1977); *Pasadena Board of Education v. Spangler*, 427 U.S. 424, 434 (1976). At this juncture, the court is convinced that, absent massive bussing, which is not considered as a viable option by either the parties or this court, the magnet school program and the M-to-M program, which the defendants voluntarily implemented and to which the defendants obviously are dedicated, are the most effective ways to deal with the effects on student attendance of the residential segregation existing in DeKalb County at this time.

Based upon the dramatic effect the implementation of the June, 1969 order had on eradicating the vestiges of the prior dual system, the DCSS' continuing efforts to battle resegregation by implementation of voluntary M-to-M and magnet school programs, the absence of any persuasive evidence indicating that the actions of the DCSS in any way promoted the resegregation that occurred in the County, and the evidence that indicates that other efforts by the DCSS would not have effectively stopped or even slowed the rapid demographic changes that brought residential segregation to the County, this court finds that the DCSS has achieved maximum practical desegregation as of the 1986-87 school year. The goal in desegregation cases is to achieve the "greatest possible degree of actual desegregation, taking into account the practicalities of the situation." *United States v. DeSoto Parish School Board*, 574 F.2d 804 (5th Cir. 1974), *cert. denied*, 439 U.S. 982 (1978). The DCSS

has become a system in which the characteristics of the 1954 dual system have been eradicated, or if they do exist, are not the result of past or present intentional segregative conduct by defendants or their predecessors. *Brown III*, 671 F. Supp. at 1293.

Plaintiffs argue that further desegregation may be accomplished by, *inter alia*, establishing a magnet school program or grade reorganization plan, such as a comprehensive junior high school plan. The court agrees with plaintiffs contentions in this regard. As the court discussed above, the defendants are obviously dedicated to the magnet program and the court does not find that court supervision is necessary to insure that magnet programs are used to bring about maximum practical desegregation.[9]

The court is concerned that the defendants are not seizing the opportunity of implementing a junior high program to bring about further desegregation, if possible. The parties agreed that in the area of student assignment, the cut-off date for evidence in this area would be the 1986-87 school year. All evidence presented to the court indicates that the DCSS obtained maximum practical desegregation through that cut-off date. Thus, the defendants have fulfilled their constitutional obligations in this area. For that reason, the court denies the motion of plaintiff to compel the defendants to file a junior high plan.

STAFF ASSIGNMENTS

The assignments of both teachers and principals have been challenged in this case as violative of the dictates of *Singleton v. Jackson Municipal Separate School District*,

[9] In the defendant's post-trial brief at page 36, defendants state: "[a]s the court heard, Defendants remain committed to providing all students the opportunity for an integrated education, and will continue to devote significant resources to the M-to-M program, integrated experience programs, and magnet programs with or without court supervision."

419 F.2d 1211 (5th Cir. 1969), *cert. denied*, 396 U.S. 1032 (1970). The court will first address the issue as it concerns teachers.

While the DCSS maintained a dual system, only black teachers were hired to teach black students in all-black schools, and only white teachers were hired to teach in the all-white schools. Of course, a segregated faculty is vestige of the former dual system, and all school systems that maintained a dual system have the affirmative duty to eradicate this vestige. As long as schools have faculties that are identifiably of one race, it is unlikely that the schools will be able to successfully assimilate students of another race.

Plaintiffs do not contend that the defendants have not fulfilled their constitutional obligation with respect to hiring and retaining minority faculty. The proper gauge of the defendants' conduct in respect to hiring minority teachers is the racial composition of a district's teacher work force as compared to the racial composition of the qualified public school teacher population in the relevant labor market. *Hazelwood School District v. United States*, 433 U.S. 299, 308 (1977); *Fort Bend Independent School District v. City of Stafford*, 651 F.2d 1133, 1137-38 (5th Cir. 1981) (Unit A). Plaintiffs concede that defendants have actively recruited qualified black applicants, and that the result of their efforts has allowed the defendants to hire a significant number of black teachers, even though the number of black students graduating from colleges in the United States with bachelor degrees in the field of education has declined since 1975 and is still decreasing. While the state-wide average percentage of black teachers within a school system was 21% in 1986, the DCSS percentage was 26.9%. In the last five years, the DCSS has continuously employed a greater percentage of black teachers, than was the state-wide average. The court notes that the DCSS has an equally exemplary record in retention of black teachers.

Plaintiffs do contend, however, that the defendants have not complied with one of *Singleton*'s requirements. *Singleton* pronounced three governing principles with respect to faculty employment practices during the desegregation process. Plaintiffs challenge only the first pronouncement, that is, plaintiffs contend that the defendants have failed to follow the requirement that "principals, teachers, teacher-aides and other staff who work directly with children at a school shall be so assigned that in no case will the racial composition of a staff indicate that a school is intended for Negro students or white students." *Id.* at 1217-18.[10] The court agrees that the defendants have not complied with *Singleton* with regard to assignment of minority faculty.

The court notes, that in 1976, while Judge Newell Edenfield supervised this case, the defendants were found to be out of compliance with the first *Singleton* requirement. In his order of November 3, 1976, Judge Edenfield made the following findings of fact and conclusions of law on this issue:

> The court finds that the defendants have not taken adequate steps to utilize reassignment of teachers to reduce the racial identifiability of faculty in accordance with the standard set out in *Singleton v. Jackson Municipal Separate School District*, *supra*. In *Singleton*, the Court of Appeals for the Fifth Circuit held that in order to reduce racial identifiability of a faculty, staff should be assigned so that the ratio of black to white teachers in each school is "substantially the same" as the ratio throughout the entire system. 419 F.2d at 1218.

[10] The other two requirements of *Singleton* follow. *Singleton* prohibits a school system from discriminating in the hiring, assignment, promotion, pay, demotion or dismissal of faculty members and staff. Finally, *Singleton* requires that in school districts in which the process of desegregation effects a reduction in the number of teachers or other professionals employed by the district, the school district must select the staff members to be dismissed or demoted on the basis of valid non-discriminatory reasons. 419 F.2d at 1218.

Defendants ask that the court compare the facts in the instant case with *Ellis v. Board of Public Instruction of Orange County*, 423 F.2d 203, 205 (5th Cir. 1970), where the court found the school system to be in compliance with *Singleton*, despite the existence of racial ratios in individual schools twelve percentage points higher than the racial ratio of the entire school system. While the court is aware of the problems inherent in requiring that the teachers at any school be maintained at an exact arbitrary racial ratio, [cite] the current 40-48% of black teachers in some of the more predominantly black elementary schools does not even "approximate" the 15% system-wide ratio [cite].

> A significant reason for the wide disparity in the racial ratios amongst schools in DeKalb County is the reliance on the replacement process, and the avoidance of reassignments to even out the distribution of faculty. The court finds that this system does not comply with the *Singleton* standard, nor with this court's 1969 order which required reassignment of teachers to eliminate the effects of the dual school system. Accordingly, reassignment of teachers must be utilized to make the racial ratio of the faculty in individual schools truly substantially similar to the system-wide ratio. [cite]

Order of November 3, 1976 at 15-16.

There was no evidence presented at the hearing that after Judge Edenfield issued the order referenced above that the defendants reassigned their teachers to make the racial ratio of the faculty in individual schools truly substantially similar to the system-wide ratio. All evidence indicates that the DCSS has continuously relied upon the replacement process to achieve *Singleton* re-

quirements and avoided using mandatory reassignment. The result of this policy is that defendants have never satisfied their duty to comply with *Singleton*.

Defendants argue that if the court views the system as a whole they have complied with *Singleton*. Defendants contend that plaintiffs improperly look at particular schools. Defendants obviously misread the requirement of *Singleton* in this regard. The pertinent language from that opinion follows:

> For the remainder of the 1969-70 school year the district shall assign the staff described above so that the ratio of Negro to white teachers *in each school*, and the ratio of other staff *in each*, are substantially the same as each such ratio is to the teachers and other staff, respectively, in the *entire school system*.

419 F.2d at 1218 (emphasis added). The proper focus for both the court and the parties are whether individual schools deviate substantially from the system-wide average.

Plaintiffs presented evidence that in the 1984-85 school year, seven schools deviated more than 10% from the system-wide average of 26.4% minority teachers in the elementary schools and 24.89% minority teachers in the high schools.

School	% Black Students	% Black Faculty	% Deviation
Briarlake Elem	17.1%	14.29%	−12%
Chapel Hill Elem	96.9%	38.89%	+12.5%
Gresham Park Elem	98.2%	39.29%	+13%
Kelley Lake Elem	98.7%	38.46%	+12%
Leslie Steele Elem	99.0%	37.04%	+11%
Wadsworth Elem	95.5%	47.83%	+21.5%
Gordon High	99.4%	39.22%	+14.4%

For the 1985-86 school year, the system-wide percentage teachers rose to 26.7% minority teachers in the elementary schools and 26.36% in the high schools. The evidence shows that the number of schools deviating more than 10% from the system-wide average rose also.

School	% Black Students	% Black Faculty	% Deviation
Briarlake Elem	18.9%	13.79%	−13%
Hightower Elem	18.2%	12.50%	−14%
Kingsley Elem	2.8%	16.67%	−10%
Medlock Elem	34.4%	15.79%	−11%
Chapel Hill Elem	97.5%	41.46%	+15%
Sky Haven Elem	98.0%	39.13%	+12.5%
Leslie Steele Elem	99.2%	39.29%	+12.5%
Wadsworth Elem	96.7%	41.67%	+15%
Gordon High	99.6%	39.58%	+13%
Walker High	99.0%	41.27%	+14.5%

In the 1986-87 school year, the numbers increased again. During that year 15 elementary schools and 2 high schools fell outside the 10% range. Again, the ratio of minority faculty rose, reaching 27.3% in the elementary schools and 25.95% in the high schools.

School	% Black Students	% Black Faculty	% Deviation
Hooper Alex. Elem	94.0%	37.5%	+10.2%
Austin Elem	1.1%	13.23%	−14%
Chapel Hill Elem	98.5%	39.53%	+12%
Gresham Park Elem	98.0%	43.75%	+15.5%
Hightower Elem	30.5%	15.0%	−12%
Kelley Lake Elem	98.8%	46.67%	+19.5%
Kingsley Elem	2.9%	15.38%	−12%
Meadowview Elem	82.4%	42.31%	+15%
Oakcliff Elem	14.9%	17.14%	−10.2%
Sky Haven Elem	97.3%	40.43%	+13%
Smoke Rise Elem	12.9%	13.51%	−14%
Leslie Steele Elem	99.6%	37.93%	+10.5%
Terry Mill Elem	98.4%	47.06%	+20%
Toney Elem	97.7%	38.46%	+11%
Wadsworth Elem	96.8%	40.0%	+13%
Columbia High	98.4%	36.0%	+10.1%
Redan High	33.2%	15.71%	−10.2%

Although the DCSS is not legally responsible for where black and white families chose to live in DeKalb County, the law of this circuit makes it legally responsible for the allocation of minority teachers. Defendant offers two excuses for its failure to achieve perfect *Singleton* compliance. First, defendant argues that competition among local school districts is very stiff and that it is difficult to attract and keep qualified teachers if the DCSS requires that the teachers work far from their homes. The former Fifth Circuit Court of Appeals rejected a similar argument in *United States v. DeSoto Parish School Board*, 574 F.2d 804 (5th Cir.), *cert. denied*, 439 U.S. 982. In *DeSoto*, the court said:

> Pointing to the difficulties DeSoto Parish faces in competing with nearby, wealthier school systems in attracting and keeping qualified teachers, the board asserts that measures such as reassignment to achieve compliance with *Singleton* will lead to large numbers of faculty resignations. The fear of faculty resistance to desegregation measures, like the fear of community resistance, cannot be allowed to defeat an effective desegregation plan in favor of a plan that is unlikely to achieve a unitary system.

Id. at 817. The court is not unsympathetic to the difficulties that the DCSS faces in this regard; however, the law of this circuit requires the DCSS to comply with *Singleton*'s requirements now.

The DCSS maintains a transfer program. Under this program, if a teacher has taught at the same school for a period of three years, the teacher may request a transfer to another school. (Defendants' exhibit 83) The predominant reason given by both black teachers and white teachers when requesting transfers is that they have a desire to work closer to their residence. This allows the teacher to coordinate classroom activities with community and civic activities and alleviates travel inconvenience. (Transcript Vol. II at 19-22) The court notes that since

DeKalb is such a large and densely populated county, the ability to work close to home can save an individual significant daily travel time. While the number of transfer requests received by the County is relatively high, the number of transfer request that are granted is relatively low.[11] Since the teachers requests are to transfer to schools near their home, however, the transfers that are granted deter the DCSS from achieving its *Singleton* goal.[12]

Plaintiffs further contend that the DCSS's placement of principals violates *Singleton*. Plaintiffs do not contend that the DCSS has failed to fulfill its constitutional obligation concerning the hiring and retention of minority administrators. As in the faculty area, the DCSS has an exemplary record in hiring and maintaining minority professional staff. Blacks now compose 26.5% of the administrative staff of the DCSS. Blacks are represented throughout all levels of the administrative structure of the DCSS.

Plaintiffs' concern about the assignment of principals is that principals are assigned in a manner such that the number of black principals at a school is a strong indica-

---

[11] At the high school level in the 1986-87 school year, 79 requests were made. Seventy of the requests were made by white teachers, and 9 by black teachers. Of the 79 requests, 26 were granted, 24 to white teachers and 2 to black teachers. At the elementary level, 103 requests were made, of which 57 were granted, 40 to white teachers and 17 to black teachers.

[12] Defendants argue that they achieved *Singleton* compliance in every school at some point in time over the course of this case; therefore, it has been relieved of its constitutional burden. It would be ludicrous for this court to accept such an argument. Acceptance of compliance with *Singleton* under that argument, would permit situations such as a school system having 20% of its schools in compliance with *Singleton* during a particular year would achieve *Singleton* compliance even though the other 80% substantially deviated from the system-wide ratio, as long as the other 80% eventually complied with *Singleton*.

tion of the black student population of that school. The court must agree.

This court does not consider the evidence of principal assignments in a vacuum, however. In *United States v. South Park Independent School District*, 566 F.2d 1221 (5th Cir. 1978), *cert. denied*, 454 U.S. 1143 (1982), the court briefly considered the allegation of the plaintiff that principals were assigned based upon the race of the individuals involved. The court stated: "We are not ready to hold that each particular level of employment in a school system must have a particular racial composition. At the same time, however, we also recognize that in a community individuals might attach a certain degree of importance to the position of principal, and that it would be unconstitutional for a school district to assign principalships based upon the race of the individuals involved." *Id.* at 1226.

In *Singleton*, the court did not differentiate between teachers or principals, but required that all "staff who work directly with the children at school shall be so assigned that in no case will the racial composition of a staff indicate that a school is intended for Negro students or white students." *Singleton*, 419 F.2d at 1218. The principals and assistant principals are only two of the members of a schools staff that interact on a daily basis with the children. *Singleton* requires that the staff be considered as a whole. When the evidence concerning both teacher and principal deviations are considered, the need for further action by the defendants to comply with *Singleton* becomes obvious.

Construing the evidence presented by the parties concerning the assignments of principalships, the court finds the majority black schools have a high percentage of black principals assigned to them, while the majority white schools have a deficient percentage of black principals assigned to them. Plaintiffs' evidence focuses on the 1985-86 school year. There was no evidence presented that the 1985-86 school year was an anomaly. Plaintiffs showed that during the 1985-86 school year, five of the 22 high school principals, and 18 of the 74 elementary school principals were black. Of those black principals, four of the five black high school principals were assigned to schools that have student populations of over 95% black. Only one of the five high schools with black student populations over 90% had a white principal.[13] Thirteen of the 18 black elementary school principals were assigned to schools at which the black student population exceeded 90% black. Conversely, only four of the elementary schools with black student populations over 90% had a white principal. (Plaintiffs exhibit 3)

There is also an obvious racial skew in the total number of administrators (principals, assistant principals, lead teachers) at the majority black schools. The court will first examine the elementary schools during the 1985-86 school year. At this time the system-wide average of black administrators at the elementary school level was 30.1%. In the 43 majority white schools the number of black administrators were less than 10%. In the 11 schools in which the black student population ranged between 41% and 80%, the number of black administrators increased to approximately 38.5%. In the 20 schools in which the black student population was greater than 81%, the percentage of black administrators increased to 60%.

At the high school level, the racial skew of administrators was equally as startling. The system-wide average of black administrators at the high school level was 27.2%. In the 12 schools that were majority white, the percentage of black administrators was only approximately 22%. In the schools that had black student popu-

[13] Gyuri Nemeth, who testified during the July, 1987 hearing, is a white principal at majority black Walker High School (now McNair Senior High).

lations ranging from 41% to 80%, the percentage of black administrators was roughly 45%. In the majority black schools with black student populations of over 81%, the percentage of black administrators increased to 63.2%.

The court also analyzed an exhibit presented by defendants which depicted the race and sex of all in-school administrators for the 1987 school year. At the elementary school level, 27 out of the 77 elementary schools had black principals. In the 27 schools in which the principal was black, 60% of the in-school administrators were black. At the high school level, only four of the twenty-nine high schools had black principals. In those four schools, 75% of the in-school administrators were black.

Such obvious deviations between percentage of black administrators in the majority black schools cannot satisfy the *Singleton* requirements. Again the court rejects any contention by the defendants that if a particular school met the *Singleton* requirement at one time, the DCSS is relieved of the *Singleton* requirement as to that school. At a minimum, *Singleton* contemplates an initial reassignment of staff that will achieve a system-wide balance of minority staff and then a neutral maintenance program afterwards.

Defendants complain that this court has not given the DCSS guidance on what acceptable deviation from the system-wide average would comply with the *Singleton* requirement of "substantial compliance." This court has endeavored to be flexible by not setting a certain percentage deviation that will satisfy *Singleton* in this district. The court, however, will comply with the defendants request for guidance by establishing an iron-clad rule. This court will adopt as this rule the previous guidance established by Judge Edenfield in the November 3, 1976 order. When the school staffs (faculty and administrators) of all schools vary from the system-wide

minority staff average by no more than 15%, the DCSS will have obtained substantially compliance with *Singleton*. Any school that deviates by more than 15% will presumptively be a violation of *Singleton*. Absent extenuating circumstances justifying deviations of more than 15%, the court will not find *Singleton* compliance until all school staffs fall within the established parameters. At trial, the defendants did not offer an explanation for the existing substantial deviations.

This court will maintain jurisdiction over this case at least through September, 1988. Before that time period ends, the DCSS will have the option of implementing a plan that will achieve compliance with *Singleton* and submitting a report showing that they have so complied to the court. Due to the late date of this order, if compliance with *Singleton* within that short period of time will be unduly burdensome on the DCSS, the DCSS may file a report with this court in September, 1989 showing that it has achieved compliance with *Singleton*. It would appear that such compliance will necessitate reassignment of both teachers and principals.

While this court shares the concern of other courts of requiring strict mathematical ratios, as the former Fifth Circuit recognized in *DeSoto*, such ratios are necessary "as a starting point in eliminating the vestiges of segregation in . . . faculty assignment. . . . Moreover, *Singleton* does not require that such ratios be maintained permanently; rather, it 'contemplates an initial reassignment so that the racial ratio at every school reflects the system-wide ratio, followed by the utilization of a non-discriminatory hiring, firing, and assignment policy thereafter.'" *Desoto*, 574 F.2d at 819 (quoting *United States v. Wilcox County Board of Education*, 494 F.2d 575, 580 (5th Cir.), *cert. denied*, 419 U.S. 1031 (1974)). Achieving compliance with *Singleton* should not be difficult for the DCSS in the area of faculty assignments. In their brief, the defendants argue that any "school's fa-

culty could be brought into line with a narrowly construed racial balance standard by moving, at most, two or three teachers." (Defendants' post trial brief at 50)

PHYSICAL FACILITIES, TRANSPORTATION, & EXTRA-CURRICULAR ACTIVITIES

The defendants achievement of unitary status in the areas of physical facilities, transportation and extracurricular activities were not contested by the plaintiffs. The court agrees with plaintiffs' concession that the defendants have fulfilled their constitutional obligations in these areas and that no further relief is required.

Although the parties have stipulated that some clubs meet at certain receiving schools of the M-to-M program before the M-to-M buses arrive in the morning, plaintiffs do not contend that further relief is needed in the areas of transportation and extracurricular activities. It appears that this problem was brought to the courts attention to alert the court that the DCSS does not have a perfect record in the area of transportation and extracurricular activities. Transportation must be provided for M-to-M students. The activity buses provided by the DCSS are more than adequate to provide all students with an opportunity to participate in extracurricular activities. The time for the club meetings are set by the students not the DCSS. The DCSS provides activity buses late into the night, and will provide bus service for only one student, if necessary. The court finds that the DCSS provides opportunities to all students, including M-to-M students, to participate in a wide range of extracurricular activities without regard to race.

The plaintiffs also have some concern about overcrowding in the southern schools. Plaintiffs claim that portable classrooms are used more in the majority black schools than the majority white schools. All evidence at the hearing on this motion, indicated that the DCSS has a race-neutral policy with regard to the use of portable

classrooms. The DCSS is constantly attempting to deal with the growing population of southern DeKalb County by building new schools and adding permanent additions to existing schools.

QUALITY OF EDUCATION

The court considers this area of dispute to be of utmost importance. The crux of the Supreme Court's decision in *Brown* was that the maintenance of separate but equal facilities for black students did not assure that black children obtained a quality education. Although quality of education is not one of the six classic areas of inquiry in school desegregation cases [14], the defendants did not protest litigation of this area. The defendants achnowledge that a school system that is not fulfilling its obligation of providing quality education to all school children should not be entitled to unitary status.

The parties contest who should bear the burden of proof on this issue. As the defendants concede that this area of inquiry is important to a determination of whether the DCSS has achieved unitary status, the court finds that defendants should properly bear the burden of showing that all students in the DCSS are receiving a quality education.

Plaintiffs concede that the DCSS is a wonderfully innovative system.[15] (Transcript Vol. I at 101) Plaintiffs

---

[14] Plaintiffs contend that quality of education can be considered a part of the facilities area, one of the six areas specified in *Green* as a proper area of inquiry for the purposes of deciding if a school system has obtained unitary status. The court finds that the labelling of the dispute concerning quality of education is irrelevant.

[15] The court was impressed by the number of innovative programs implemented by the DCSS. Examples of these innovative programs include: (1) effective schools program (a program initiated in 12 majority black schools to focus the resources of the school system on schools that will benefit most significantly); (2) parenting programs (providing parents with techniques and methodologies to

contend, however, that defendants have racially skewed the provision of certain education resources, such that black students are not given an equal educational opportunity in the DCSS. In particular, plaintiffs argue these tangible factors have been skewed: (1) teachers with advanced degrees; (2) more experienced teachers; (3) per pupil expenditure; (4) number of library books per student; and (5) that there is higher teacher turnover in the black schools. Plaintiffs seemingly argue that a prima facie showing that these resources are skewed is sufficient for the court to find that the DCSS has not achieved unitary status. Defendants, however, focus on the effect such factors have had on educational gains by black students. It is the defendants contention that the black students in the DCSS have made greater advances educationally than white students. The parties difference of opinion on what factors influence quality of education make it difficult for the court to compare the voluminous data presented on this issue. In effect, the parties compare apples and oranges and ask this court to decide which is better.

---

help their children achieve in school); (3) lead teacher for student services (lead teachers work with individual students to improve their self-concept; they work with teachers to develop alternative strategies for working with children of various backgrounds; and they work with parents to help them facilitate the education of their children); (4) human relation supplements (a program instigated in the receiving schools of the M-to-M program, the goal of the program is to improve race relations); (5) homework helpline (provides immediate help for students and parents who are encountering difficulties in the completion of homework); (6) adopt-a-school (designed to use the resources of businesses to enhance education by encouraging companies to adopt a school and become its benefactor); (7) staff development programs; (8) latchkey program (in conjunction with the local YMCA, the DCSS provides a program for parents who cannot afford private day care services); (9) remedial education programs (e.g., a partially state-funded program for students in grades 2-5, who are half a year or more below grade level in reading); and (10) the writing-to-read program.

Both the allocation of educational resources and the achievement of students are interrelated issues that must be examined to determine whether black students are receiving the same quality education as white students. The court will first examine the evidence presented by the defendants concerning achievement of black students in the DCSS.

The focus of the DCSS evidence on this issue was that it offered the same educational opportunities to all students. The DCSS presented extensive evidence about the uniformity of its curriculum in all schools. The DCSS requires teachers to prepare lesson plans that conform to the curriculm. (Transcript Vol. VI at 85-91) Defendants' expert Dr. Walberg spent a considerable amount of time in the DCSS examining the curriculum and the conformity of the various schools to the curriculum. Based upon his examination of the DCSS, Dr. Walberg testified that "the District provides an exceptionally effective educational program. It provides a uniform curriculum, and it provides equality of educational opportunity in the schools. The District . . . provides continuous progress mastery learning. I think this is an exceptionally effective program. They do this by aligning the curriculum and the tests, by concentrating very heavily on academic learning. They use curriculum guides. They have in my opinion very careful lesson plans and extraordinary attention to the match of the total district curriculum to what the lesson plans are in fact. In most cases, although there are some exceptions to this, the teachers actually have those lesson plans in their classes and they are teaching them pretty much on task." (Transcript Vol. IV at 91)[16]

---

[16] Plaintiffs attempted to prove that the curriculum of the predominately black schools was not the same as the predominately white schools by presenting the evidence of a M-to-M student, Norma Denise Jones, who testified that another transfer student did very poorly while he attended Lakeside High School through the M-to-M program, but when he transferred back to his home school

The court found particularly significant the evidence that black students who have been in the DCSS for two years achieve greater gains than white students on the Iowa Tests of Basic Skills (ITBS). The DCSS compared students who entered the DCSS in 1985 and took the ITBS for the first time in the 1985 school year then took the ITBS when it was administered in 1987. Although whites scored higher than blacks on the test, the percentage gain of black students was significantly greater than white students. The students who were selected for the comparison were 546 white students and 778 black students. In 1985, the average score for white students was 73.3%, while their score increased to 80.5% in 1987, a difference of 7.2%. For black students, the average score for the 1985 exam was 40.8% and their score increased to an average score of 51.2% in 1987, a difference of 10.4%. The fact that blacks score lower than whites cannot be attributed in any way to the DCSS. These students all entered the DCSS in 1985. The black students entering the schools system scored lower than entering white students. The progress of the black students and the white students can be attributed to the DCSS. It is significant to this court that black students, many of whom attend majority black schools made greater gains on this test than the white students, many of whom attended majority white schools. (Defendants' exhibit 114)

The latest results from the ITBS that were available before the hearing establish that both black and white students who have been totally educated in the DCSS score higher on the ITBS than students who entered the

---

he did very well. Defendants successfully rebutted this testimony with the testimony of Melvin Johnson, the assistant superintendent for area one (an area in southern DeKalb County). Mr. Johnson testified that the transcript of the student in question showed that the students grades were substantially the same at both the M-to-M receiving school and the students' home school. (Transcript Vol. XI at 25-27)

DCSS in the year of the test. Again black students score lower on the ITBS as a group than white students. (Defendants' exhibit 115)

Blacks students in the DCSS also are more successful than other black students nationally on the Scholastic Aptitude Test (a college entrance examination test), while white students in the DCSS scored below the national average. The information on the SAT presented to the court was for the 1984-85 school year. (Defendants' exhibit 119)

The evidence presented to this court shows that the socio-economic status of a child affects his potential for academic success to a much greater extent than racial exposure. In fact, much of the evidence presented to this court showed that racial exposure did not effect a child's academic success. There was considerable testimony on that subject. (testimony of Walberg in unnumbered volume of the transcript at 40-62, and testimony of Dr. Rossell in Vol. XI at 99-100) The court found the evidence presented in this regard to be compelling.

Several of the defendants' exhibits illustrated this point as well. Defendants' exhibit 137 shows that black children entering kindergarten score much lower on the California Achievement Test than white students. Of course, only the child's home environment, including socio-economic factors, could bear on a child's achievement at that point in a child's academic development.

Both black and white students who are participants in the free and reduced lunch program score lower on the ITBS than students who are not on the free and reduced lunch program. (Defendants' exhibit 117) The type dwelling in which a child lives is predictive of scores on the ITBS. Children living in single family dwellings score highest, followed by children who live in condominiums,

duplexes, apartments, mobile homes, while children who live in institutions have the lowest scores. The exhibit further showed that a greater percentage of white students than black students live in single family dwellings and condominiums. (Defendants' exhibit 112)

Defendants' exhibit 110 shows that students who come from professional homes (that is, a home in which at least one parent is a professional) score highest on the ITBS. These students are followed by children from two-parent homes. The lowest achievers are from single-parent households. A much higher percentage of black children come from single-parent homes than white children.

The court will now consider the evidence presented by plaintiffs that certain of the resources of the DCSS are racially skewed. Plaintiffs presented evidence on these school treatment characteristics: (1) per pupil expenditure, (2) library books per student, (3) teacher experience; (4) teacher education; (5) teacher turnover; and (6) student retentions. Plaintiffs divided the schools into three different types for purposes of showing a comparison of the resources: (1) type I schools—schools that have been majority white over the last decade; (2) type II schools—schools that have undergone a racial transition from majority white to majority black over the last decade; and (3) type III schools—schools that have been majority black over the last decade. Plaintiffs then analyzed the data to determine if the differences were statistically significant. Under plaintiffs analysis, differences were considered statistically significant when there was less than a 5% probability that the pattern of data is happening by chance alone. (Transcript Vol. VIII at 12)

The plaintiffs presented the following data on teacher experience:

	Average Number of Years Teaching		
ELEMENTARY SCHOOLS	Fall 1984	Fall 1985	Fall 1986
Type I	9.55	10.22	9.79
Type II	6.45	6.90	6.36
Type III	5.24	5.46	5.19
HIGH SCHOOLS			
Type I	7.99	8.74	8.90
Type II	6.83	7.14	7.08
Type III	5.34	5.68	4.91

(Plaintiffs exhibits 97(a), (b) and c; 98(a), (b) and (c))

Using plaintiffs analysis, at the elementary level during both 1984 and 1985, all three types were statistically significant. In 1986, Type I differed significantly from Types II and III. At the high school level, Type I differed significantly from Type III for all three years.

With regard to graduate degrees held by the DCSS faculty during the 1986-87 school year, plaintiffs presented the following evidence:

Percentage of Teachers Having Graduate Degrees		
	ELEMENTARY SCHOOLS	HIGH SCHOOLS
Type I	75.76	76.05
Type II	61.84	64.34
Type III	52.63	64.32

(Plaintiffs' exhibit 86 at 13-14, exhibits 99 and 100) At the elementary level, all three types are statistically significant from each other. At the high school level, Type I differed significantly from Types II and III.

The court is, of course, concerned by the differences between teacher experience and teachers with graduate degrees in the different "type" schools. The defendants concede that there are differences and both attempt to explain the differences away and argue that the differences should not matter because they do not affect a stu-

dent's potential for academic success. While the court does not find convincing the plaintiffs evidence that such skews affect students' learning potential, the court finds that any school system should consciously make efforts to assure that resources are distributed equally to all students. This includes insuring that all students are taught by well-educated, experienced teachers. A previous dual system has an additional burden of assuring that any school predominately attended by minority students is given the same, if not superior, resources. All evidence submitted by the defendants shows that, due to socio-economic factors, a black student's potential for academic success is less than a white student's potential; thus, making their need for "resources" greater.

Whether a racial skew of resources affects a child's learning potential is irrelevant to this court. Even before the Supreme Court's decision in *Brown*, the law required that minority students be given the same resources as white students. Accordingly, when the defendants revise their assignments of teachers and principals to meet the requirements of *Singleton*, they shall make the assignments in a manner that will equalize the experience and education of faculty and staff among the different "types" of schools.

The plaintiffs presented evidence and the defendants concede that the degree of teacher turnover is higher in the Type II and III schools than in the Type I schools. (Plaintiffs exhibits 101 and 102) Defendants presented evidence that steps are being taken to control the teacher turnover in the majority black schools. The DCSS has instigated a program in the majority black Columbia, Gordon, and Walker High Schools that requires teachers to teach only four classes per day as opposed to five. This program led to a tremendous decrease in the turnover of teachers at these schools. (Transcript Vol. I at 177-78, Vol. V at 183).

The court applauds the efforts of the DCSS to maintain its experienced teachers. The DCSS, like any other school system, cannot control how many of its employees chose to leave the system to teach elsewhere or pursue other opportunities. For that reason, the court will not impose an obligation on the DCSS to slow teacher turnover in its majority black schools. The DCSS is obviously interested in this objective and will take all necessary steps without this court's intervention.

Plaintiffs also contend that the number of books per pupil in the DCSS is racially skewed among the "types" of schools. While there is a difference between the number of books in the "types" of schools, the court found the defendants explanation for this difference satisfactory. Several factors effect the number of library books in a particular school's library: (1) how often weeding (the removal of out-dated or duplicative material) occurs; (2) the shift of enrollment of a school (in the northern "type I" schools, population has decreased, while the southern "type II and type III" schools populations have increased); (3) how media resources are allocated by the media specialists of the different schools; and (4) the number of "lost" books at a particular school.

Defendants presented the testimony of Frank C. Winstead, the Director of Education Media for the DCSS, and Helen Ruffin, the Library Media Specialist at Sky Haven Elementary school, a majority black elementary school. (Transcript Vol. X at 175-200) The testimony of these witnesses convinced the court that any skew of library books is a result of the four factors listed above and was not the result of purposeful conduct by the defendants. The court also does not find that the number of books in a library is indicative of the quality of the media materials available at the school. There was insufficient evidence presented to this court to convince it that black students are in any way handicapped academically by the number of books per pupil in their school libraries.

Plaintiffs presented evidence that black students are not as academically successful on the California Achievement Test, have higher elementary failure rates, and are more often retained (not promoted) than white students. The defendants evidence showed the same results. Plaintiffs argue that their evidence proves that children assigned to majority black schools are denied equal educational opportunity. The court cannot accept this contention.

The parties do not dispute that black students, both in the DCSS and elsewhere, are not as successful generally in academics as white students. As the court discussed above, the court finds that socio-economic differences between the two groups influences academic success. The DCSS would not be acting in the best interest of black students by promoting them to a higher grade, until they have achieved a level of academic success that justifies the promotion.

Plaintiffs' arguments in this regard seem to hedge on the language of the June, 1969 order that required the DCSS to implement remedial educational programs for students attending or who have previously attended segregated schools to overcome past inadequacies in their education. (Order of June, 1969 at 11). It is undisputed that at the time of the unitary hearing, there were no children attending the DCSS who formerly attended a de jure black school before the implementation of the 1969 order. That order referred only to de jure segregated schools.

While there will always be something more that the DCSS can do to improve the chances for black students to achieve academic success, the court cannot find, as plaintiffs urge, that the DCSS has been negligent in its duties to implement programs to assist black students. The DCSS is a very innovative school system. It has implemented a number of programs to enrich the lives and enhance the academic potential of all students, both

blacks and whites. Many remedial programs are targeted in the majority black schools. Programs have been implemented to involve the parents and offset negative socio-economic factors.[17] If the DCSS has failed in any way in this regard, it is not because the school system has been negligent in its duties. Indeed, Dr. Edward Bouie, Sr., Associate Superintendent for Program Development and Staff Assessment, testified that the DCSS has implemented a total management system designed to focus on the achievement of children. He further testified that Dr. Freeman, the Superintendent of the DCSS, has instructed him that any program that can be found to improve student achievement, should be researched, piloted, and placed in the DCSS. (Transcript Vol. III at 41) The DCSS spends in excess of $12,500,000 of exclusively local funds on supplementary instructional personnel, such as contingency teachers, instructional lead teachers, lead teachers for student services, and remedial reading specialists. (Transcript Vol. III at 183-88) The court does not find that further court supervision is necessary to insure that the DCSS implements remedial programs to facilitate the potential for academic success by black students.

The last resource differential that the plaintiffs brought to this court's attention is that per pupil expenditures are higher in the Type I schools than in the Type II and III schools. This differential is of great concern to the court. In the 1984-85 school year, the expenditure per student in type I schools was $2,833, type II schools was $2,540, and type III schools was $2,492. Certain factors such as lower enrollment in the type I schools explains some of the difference in expenditures. While there was no compelling evidence presented that the amount of money expended per student results in a greater potential for academic achievement, this court is puzzled by the DCSS' practice of allocating what appears to be a larger per-

[17] See footnote 15, supra.

centage of its financial resources in the type I schools, when all evidence indicates that the needs of the type II and III schools are more significant. The DCSS shall endeavor to equalize spending among the three types of schools.

The defendants argue that this court cannot properly order relief in the quality of education area because the prior constitutional violation did not extend into this area. The court finds this contention to be without merit. A district court properly has broad discretion in desegregation cases to order relief that will facilitate the speedy eradication of all vestiges of the former dual system. Improving the quality of education for all children, especially black children, is the underlying purpose of all desegregation cases.

SUMMARY

The DCSS is an innovative school system that has travelled the often long road to unitary status almost to its end. While much of the court's order was spent on problems that still exist in the DCSS, the court has continuously been impressed by the successes of the DCSS and its dedication to providing a quality education for all students within that system. As Judge Edenfield recognized in his order of October 6, 1977 in this case: "Quality educational systems are a fragile blessing, as many metropolitan areas have learned to their sorrow. When one is found it should not be harassed out of existence to satisfy fractional technicalities."

The DCSS has eliminated most of the vestiges of the former dual system. The court finds that the DCSS is a unitary system with regard to the areas of student assignments, transportation, physical facilities, and extra-curricular activities. Before the court will declare that the DCSS has obtained unitary status, however, certain changes must be made. The DCSS shall have the option of either implementing a plan by September, 1988, or

implementing such a plan by September, 1989, to achieve *Singleton* compliance with regard to both teacher and principal assignments. The DCSS shall file a report with this court detailing the plan. This plan should also equalize the number of teachers with advanced degrees and more experienced teachers among the types of schools.

The DCSS shall attempt to equalize per pupil expenditures among the types of schools during the 1988-89 school year. Within two months of the end of the 1988-89 school year, the DCSS shall file a report with this court showing per pupil expenditures among the various schools. For purposes of this report, the schools shall be grouped in the same manner as plaintiffs grouped them for purposes of the hearing held on this motion.

In 1976, this court established a Bi-racial Committee to give guidance to the DeKalb County School Board regarding certain decisions. The court finds based upon the evidence presented during the hearing that there is no longer a need for the committee. Not only is there now a black school board member, but blacks are well represented throughout the administrative levels of the DCSS, including the position of assistant superintendant. Accordingly, the DeKalb County Bi-racial Committee is hereby abolished. The DeKalb County School Board, of course, may establish its own bi-racial committee.

The court denies the motion of defendants to dismiss. While the court is satisfied that the DCSS is a unitary system with regard to the areas of student assignments, transportation, physical facilities and extra-curricular activities and will order no further relief in those areas, the defendants must comply with the dictates above before this court will declare that the DCSS has obtained unitary status. The court grants in part the motion of plaintiff for supplemental relief and denies the motion to require the defendants to file a junior high plan.

IT IS SO ORDERED this 30th day of June, 1988.

/s/ William C. O'Kelley
WILLIAM C. O'KELLEY
United States District Judge

IN THE UNITED STATES DISTRICT COURT
FOR THE NORTHERN DISTRICT OF GEORGIA
ATLANTA DIVISION

(Caption Omitted in Printing)

ORDER

[Filed Aug. 11, 1988]

Presently before the court for consideration in the above-styled case is the motion of plaintiffs for reconsideration. In that motion, plaintiffs seek reconsideration of the court's order of June 30, 1988 as it concerns the court's determination that defendants have achieved fully unitary status in the area of student assignment and to the extent that the court denied plaintiffs' motion to require defendants to file a junior high plan.

In the motion for reconsideration as it concerns plaintiffs' allegation that the court erred in finding that the defendants have achieved fully unitary status, plaintiffs reiterate the same arguments they raised in opposition to the defendants' motion for final dismissal. The court did not misunderstand the evidence presented during the trial as plaintiffs seemingly presume. The court's findings and reasoning underlying those findings in regard to this issue are fully set forth in pages 20-28 of the June 30, 1988 order. The court will not again address the arguments raised by plaintiffs. Accordingly, the court denies the motion of plaintiffs as it concerns the issue of whether the court erred in determining that the defendants have fully achieved unitary status in the area of student assignment.

The court further denies the motion of plaintiffs as it concerns the court's denial of plaintiffs' motion to require the defendants to file a junior high plan. The parties agreed that all evidence concerning whether the defendants had fulfilled their obligations in the area of student assignment would be limited to school years prior to and including the 1986-87 school year. The court approved this agreement.

Based upon the evidence presented to the court concerning that time period, the court found that the defendants had achieved unitary status in that area. While this cut-off date may have made the presentation and analysis of evidence convenient for the parties, the court was limited to that time period when determining whether the defendants had met their burden in regard to student assignments. There will always be something that the Dekalb County School System can do to further desegregation. Plaintiffs agreed that the cut-off date for unitary status in the area of student assignment would be the 1986-87 school year. Plaintiffs are now bound by that decision as are the defendants. The court finds that court supervision of this area ended with the entry of the June 30, 1988 order which found that defendants had achieved maximum practical desegregation through the cut-off date. *See Pasadena Board of Education v. Spangler*, 427 U.S. 424 (1976); *United States v. Overton*, 834 F.2d 1171 (5th Cir. 1987); *Morgan v. Nucci*, 831 F.2d 313 (1st Cir. 1987).

For the reasons outlined above, the court denies the motion of plaintiffs for reconsideration.

IT IS SO ORDERED this 11th day of August, 1988.

/s/ William C. O'Kelley
WILLIAM C. O'KELLEY
United States District Judge

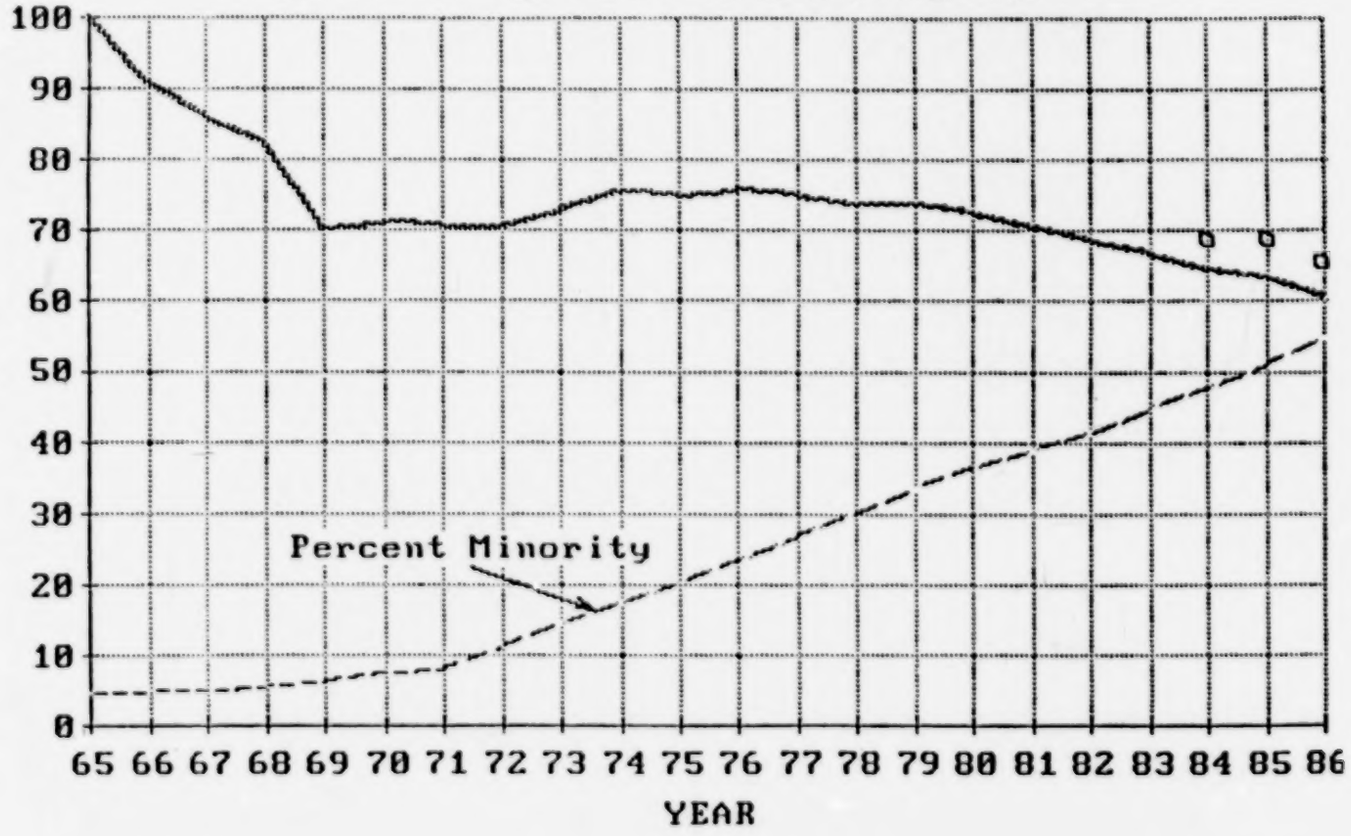
DEFENDANT'S EXHIBIT 2

DEKALB DESEGREGATION INDICES BASED ON ACTUAL ENROLLMENT DATA

	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
TOTAL ENROLLMENT																						
Elementary	47224	45000	47667	49235	47727	49409	51864	51512	50786	50084	47724	47863	47470	47443	45884	44513	42427	41010	38767	38366	39302	41573
High School	25145	25102	27032	28730	31006	32121	33588	33654	33946	34767	34802	35083	35328	34858	33641	32301	31303	30687	30650	30927	30076	30061
All Schools	72369	70602	74699	79659	78733	81530	85452	85166	84732	84851	82526	82946	82798	82301	79525	76814	73730	71697	69417	69293	69378	71634
PERCENT MINORITY																						
Elementary	4.8	5.1	5.1	5.8	6.4	7.5	8.2	11.3	14.6	17.5	20.4	23.7	27.0	30.3	33.7	36.8	39.2	41.4	44.8	47.8	51.2	54.9
High School	4.5	4.8	4.6	4.9	4.9	5.4	6.3	7.9	10.3	12.5	14.6	16.9	20.0	23.3	26.9	30.4	33.3	35.7	37.9	40.7	43.7	47.7
All Schools	4.7	5.0	4.9	5.5	5.8	6.7	7.4	9.9	12.9	15.5	18.0	20.8	24.0	27.3	30.8	34.1	36.7	39.0	41.7	44.7	48.0	51.9
DISSIMILARITY																						
Elementary	100.0	90.7	85.8	82.3	70.1	71.0	70.5	70.6	72.9	75.4	74.7	75.7	74.8	73.6	73.7	72.3	70.3	68.3	66.7	64.5	63.4	60.3
High School	100.0	85.6	68.2	60.8	51.6	52.6	53.6	56.8	64.8	68.2	70.0	71.4	70.0	67.3	67.6	67.6	67.3	63.8	62.3	59.5	55.0	47.4
All Schools	100.0	88.9	79.7	74.9	63.6	65.2	64.9	65.6	70.1	72.8	72.9	74.0	72.9	71.2	71.3	70.3	69.0	66.5	65.0	62.7	60.3	55.6
ABSOLUTE EXPOSURE																						
Elementary	0.0	13.8	28.3	35.5	66.5	57.2	51.1	44.6	39.5	34.4	31.2	27.9	26.0	26.6	25.2	24.6	24.9	25.4	25.4	25.7	25.2	25.2
High School	0.0	16.7	38.6	59.7	85.2	83.0	76.5	64.7	53.8	47.0	42.7	38.5	36.1	35.3	34.4	33.1	32.0	32.5	32.5	32.4	32.9	34.2
All Schools	0.0	14.8	31.8	43.6	72.8	65.4	59.6	50.9	44.1	38.6	35.1	31.5	29.6	29.7	28.6	27.8	27.6	28.2	28.2	28.4	28.2	28.7
RELATIVE EXPOSURE																						
Elementary	100.0	85.4	70.2	62.3	28.9	38.1	44.4	49.8	53.8	58.3	60.8	63.5	64.5	61.9	62.0	61.1	59.1	56.7	54.0	50.7	48.4	44.1
High School	100.0	82.4	59.6	37.2	10.4	12.2	18.3	29.8	40.0	46.2	50.0	53.6	54.9	54.0	52.9	52.4	52.0	49.4	47.7	45.4	41.6	34.6
All Schools	100.0	84.4	66.6	53.9	22.7	29.9	35.6	43.5	49.4	54.3	57.2	60.2	61.1	59.1	58.7	57.8	56.3	53.8	51.5	48.6	45.8	40.4

DEKALB SCHOOL DESEGREGATION INDICES

Dissimilarity Index: Elementary Schools



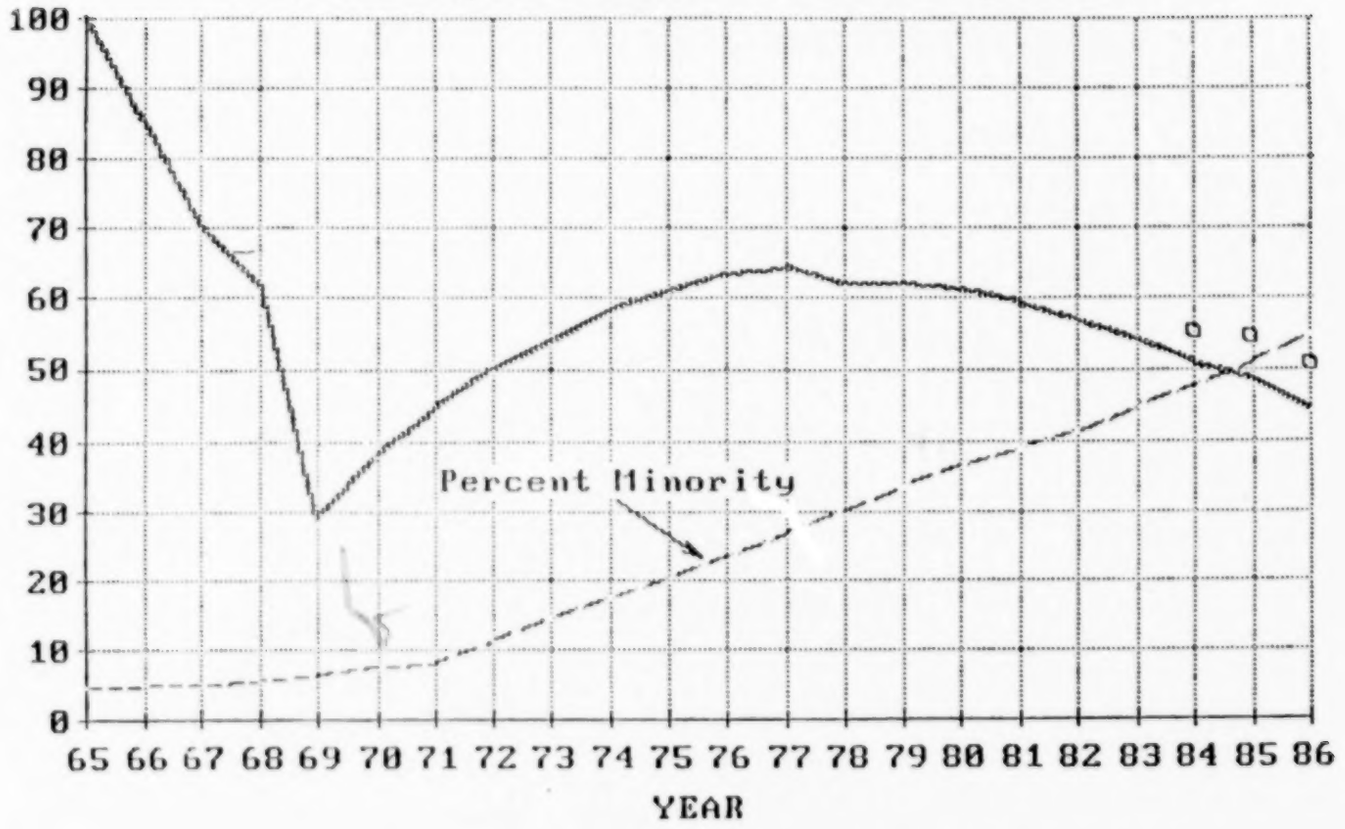
(o denotes index value if M–M students returned to their home school)

DEFENDANT'S EXHIBIT 4

256

DEKALB SCHOOL DESEGREGATION INDICES

Relative Exposure Index: Elementary Schools



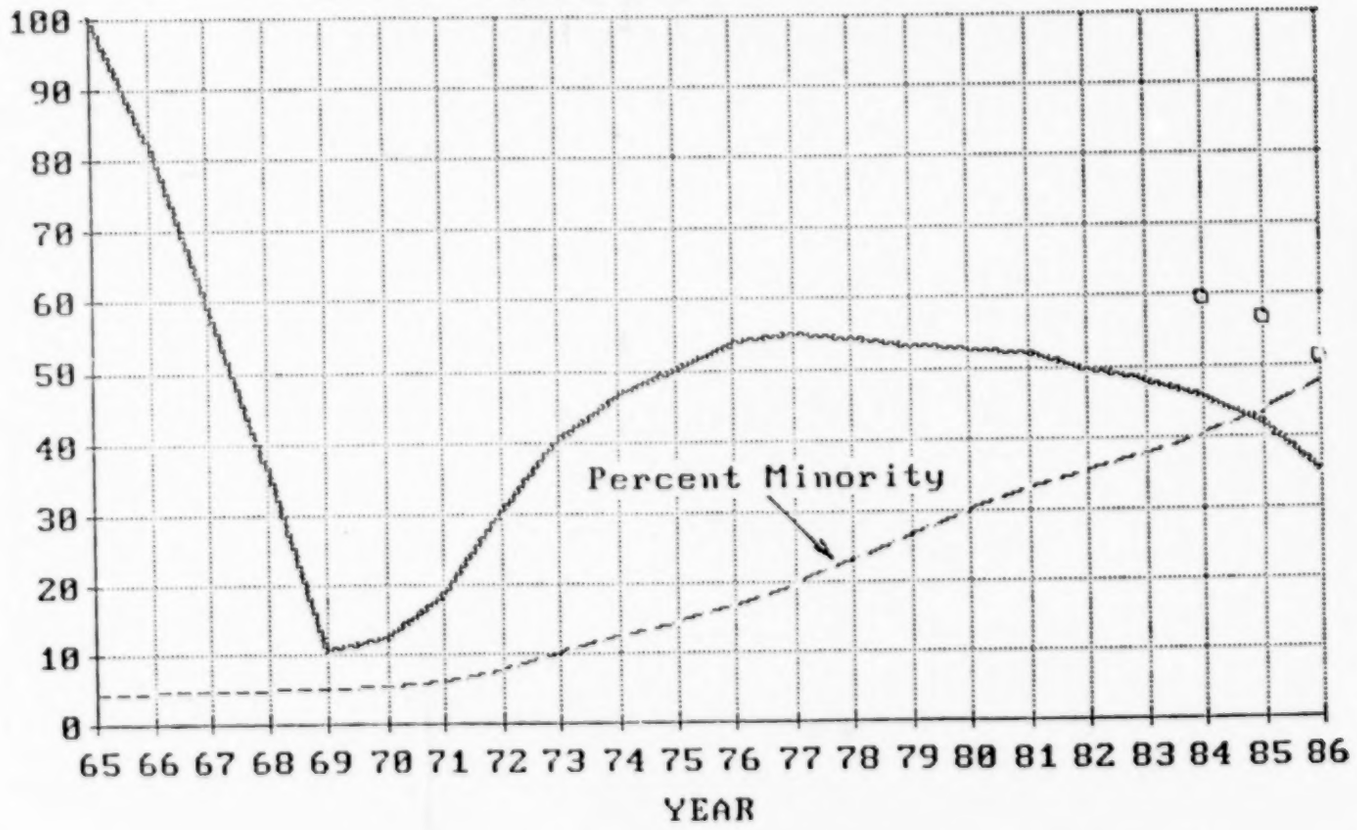
(o denotes index value if M-M students returned to their home school)

DEFENDANT'S EXHIBIT 5

257

DEKALB SCHOOL DESEGREGATION INDICES

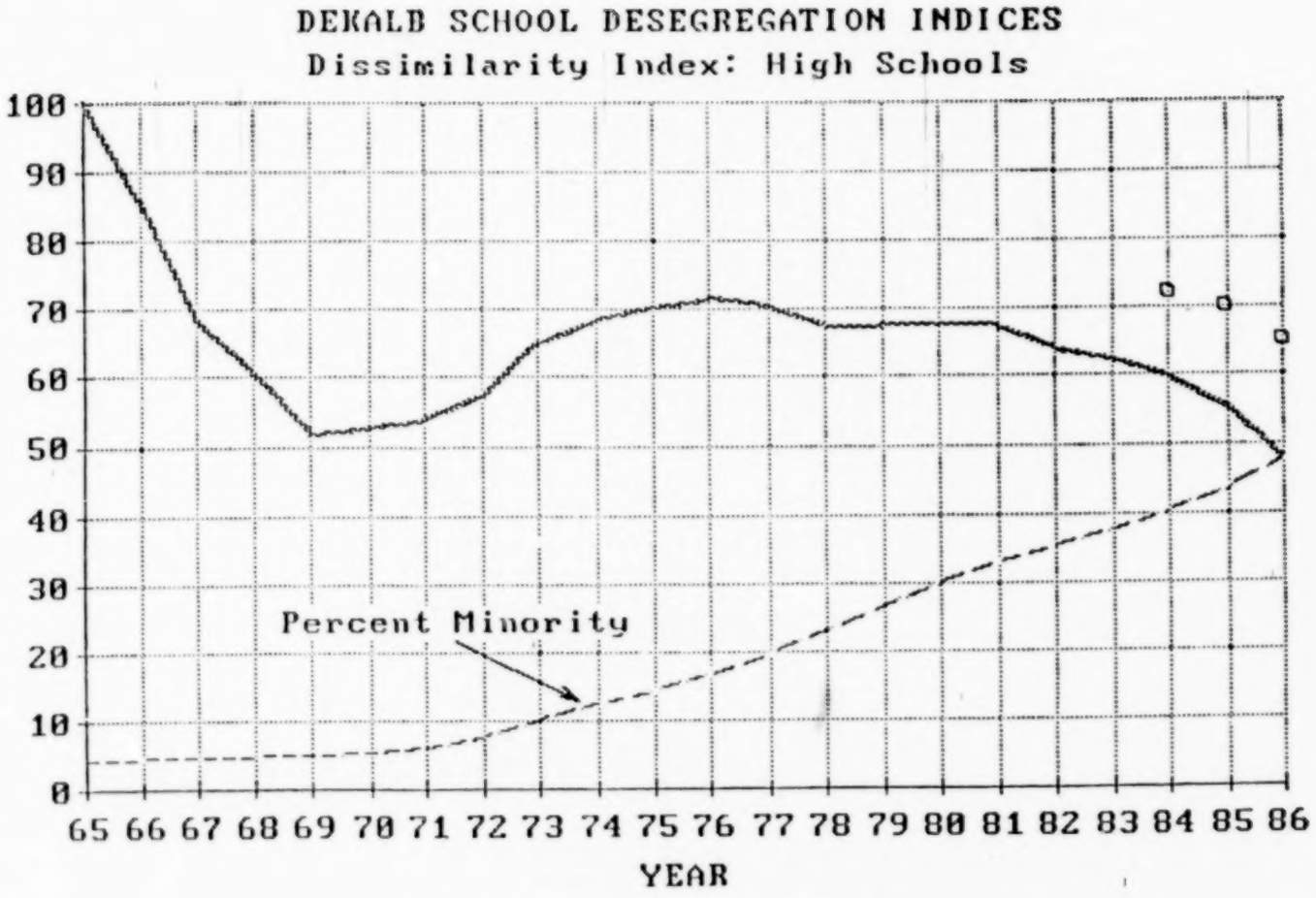
Relative Exposure Index: High Schools



(o denotes index value if M-M students returned to their home school)

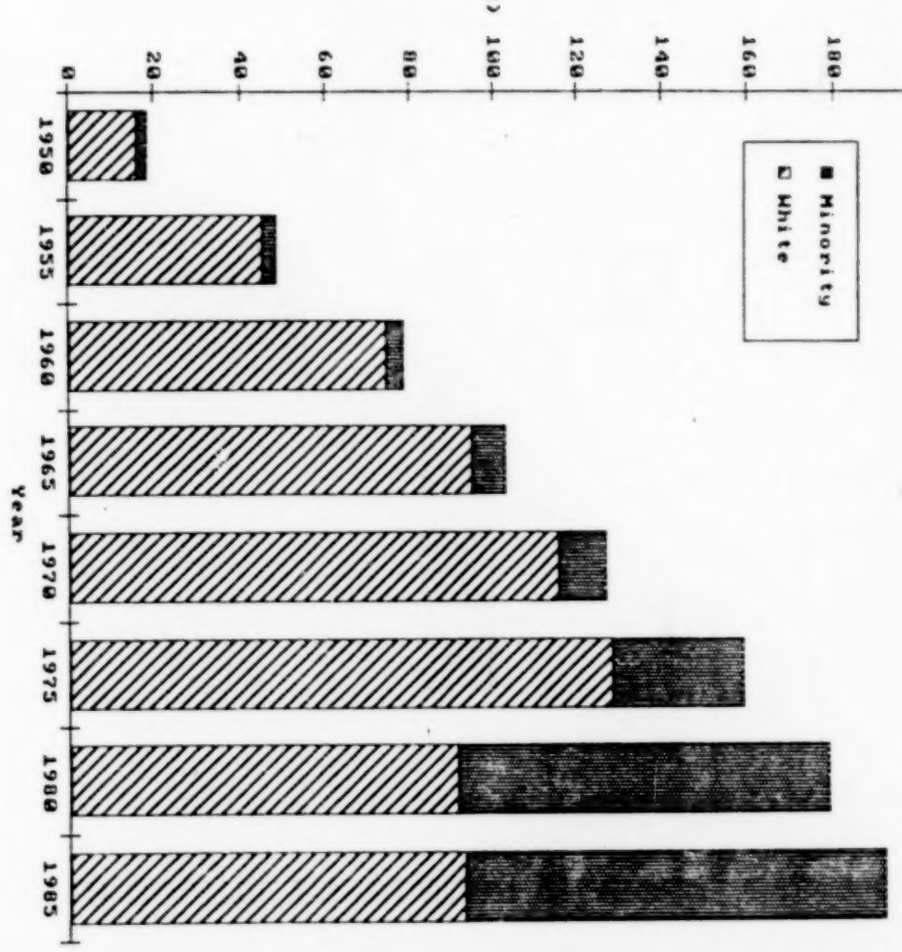
DEFENDANT'S EXHIBIT 6

258

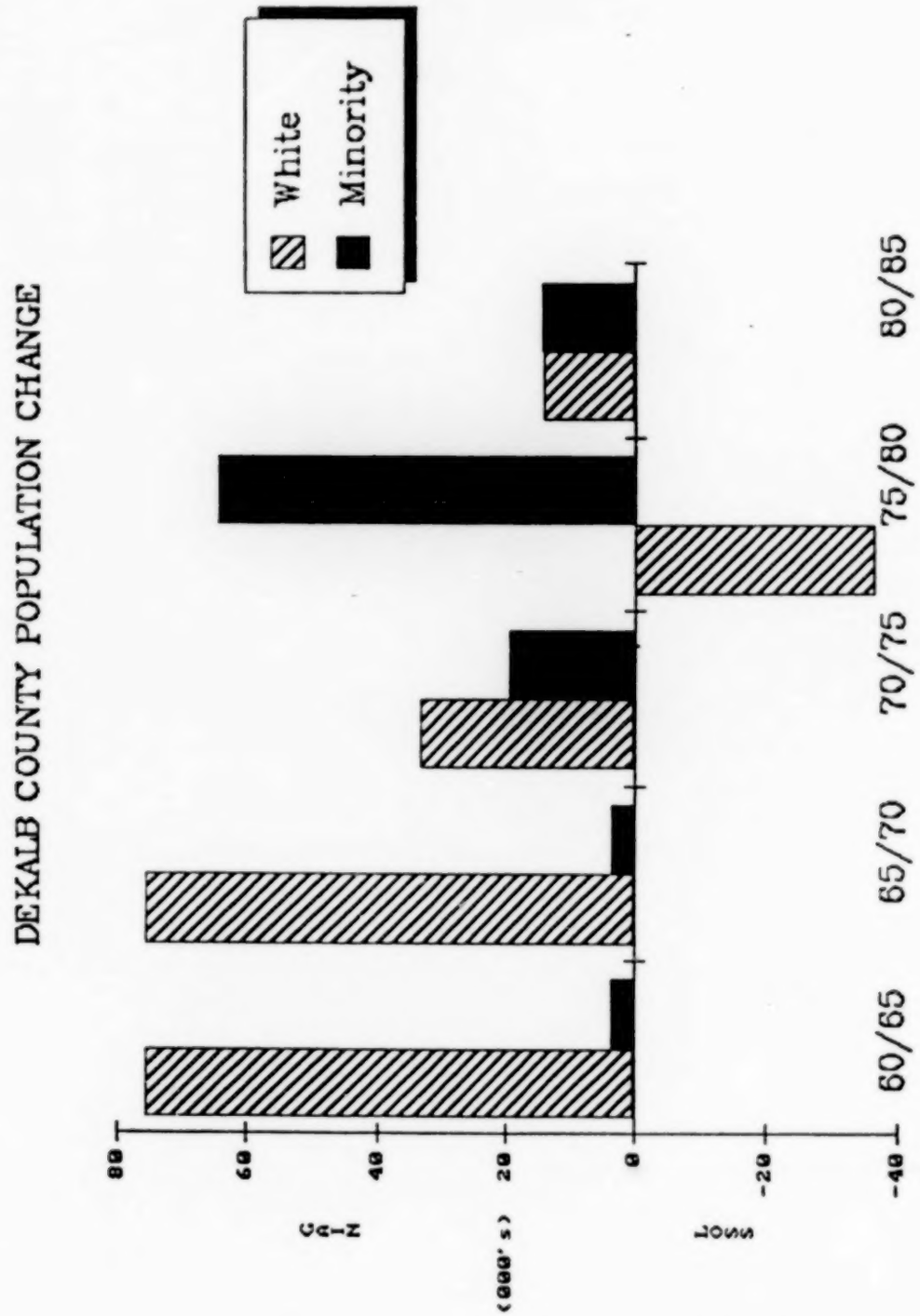


DEFENDANT'S EXHIBIT 11

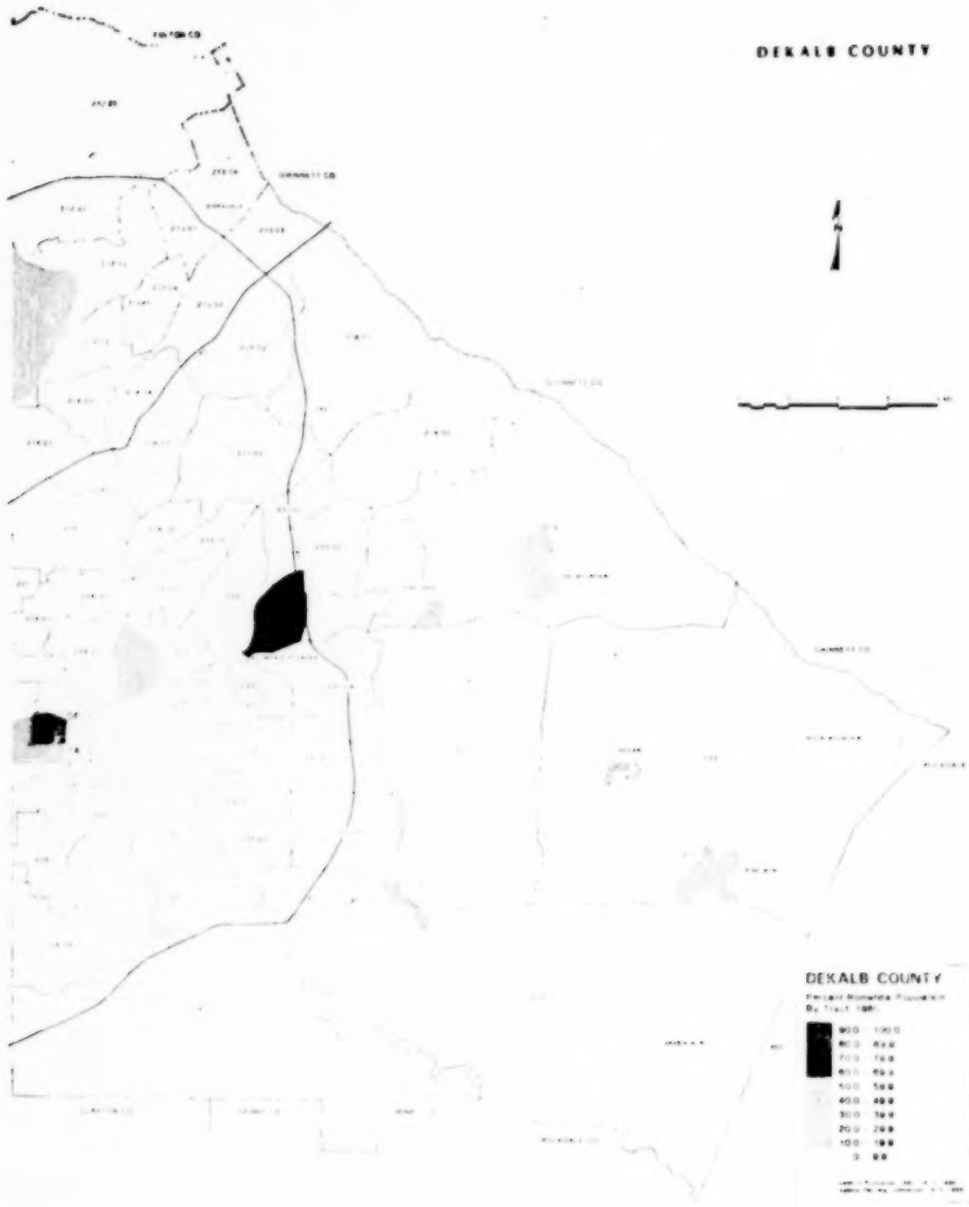
259



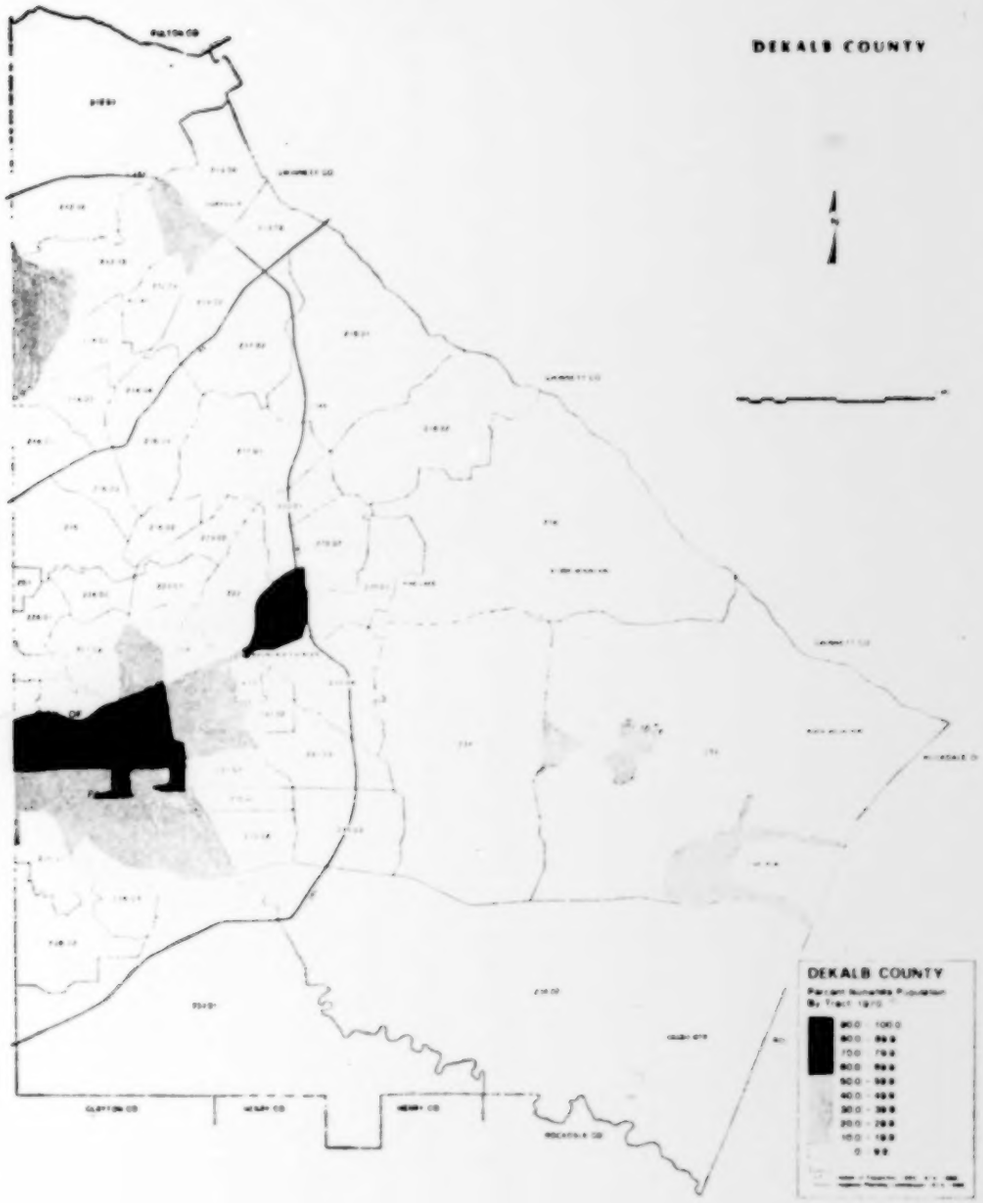
DEFENDANT'S EXHIBIT 13



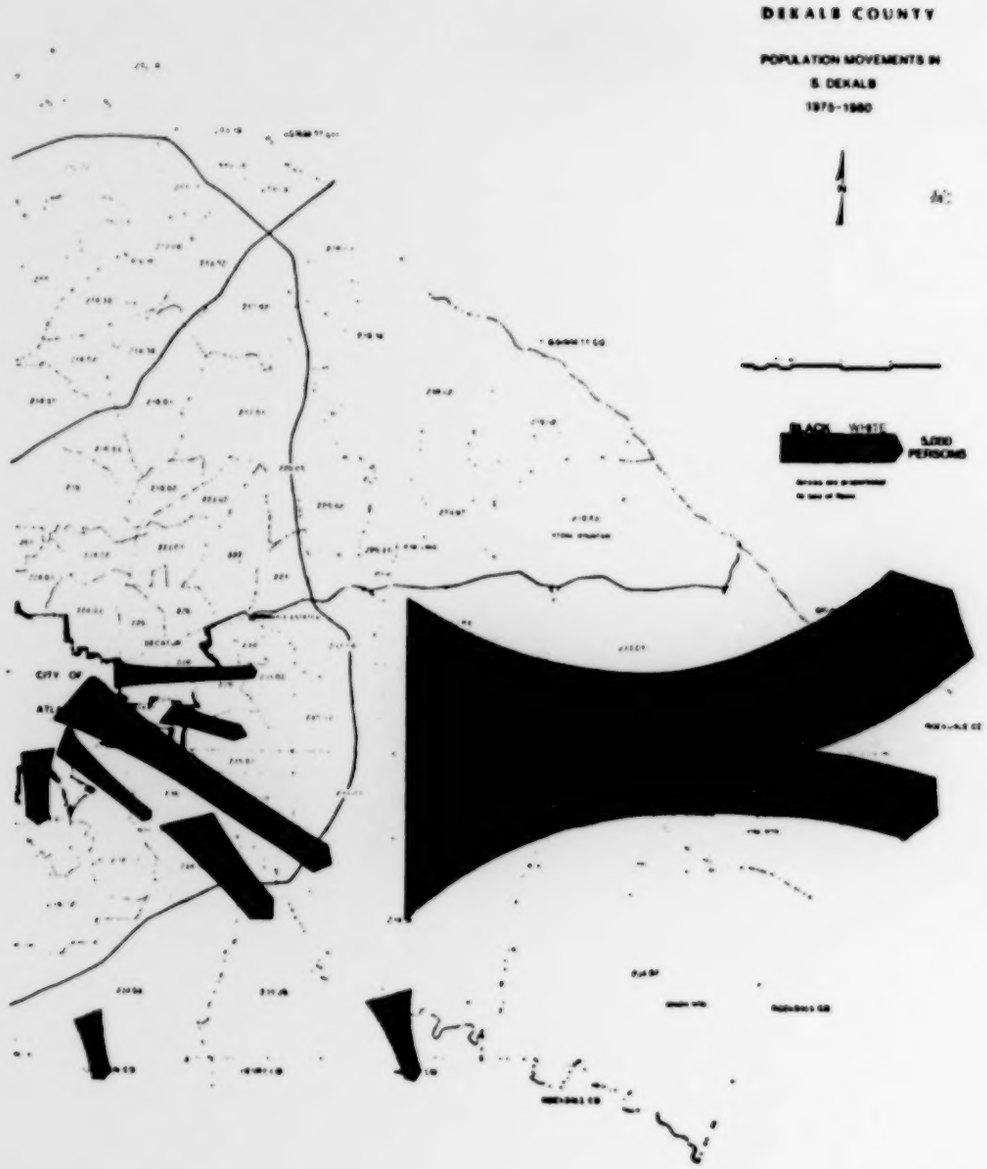
DEFENDANT'S EXHIBIT 19



DEFENDANT'S EXHIBIT 20

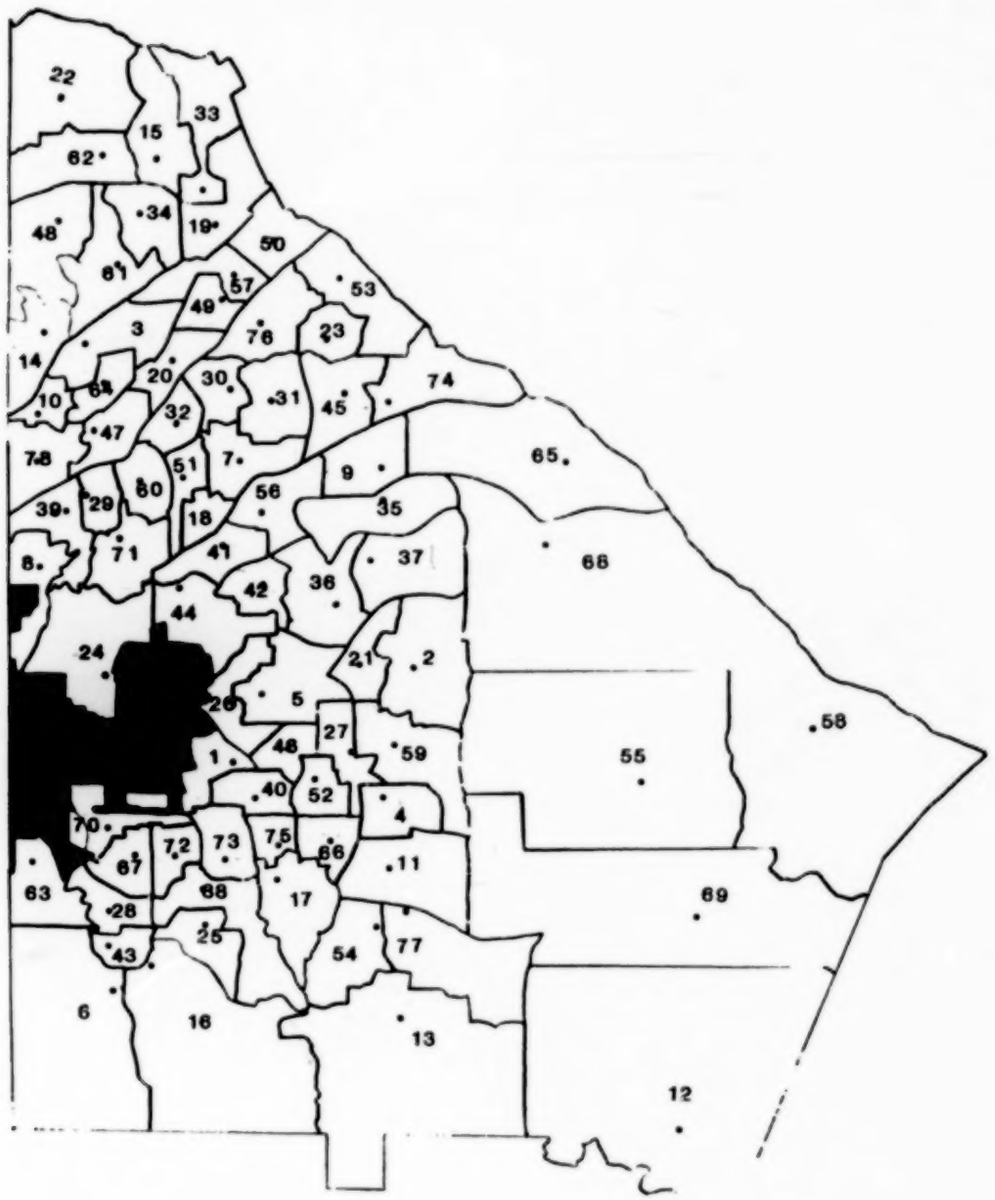


DEFENDANT'S EXHIBIT 24



DEFENDANT'S EXHIBIT 25

DeKalb County Georgia School Districts
1969-1970



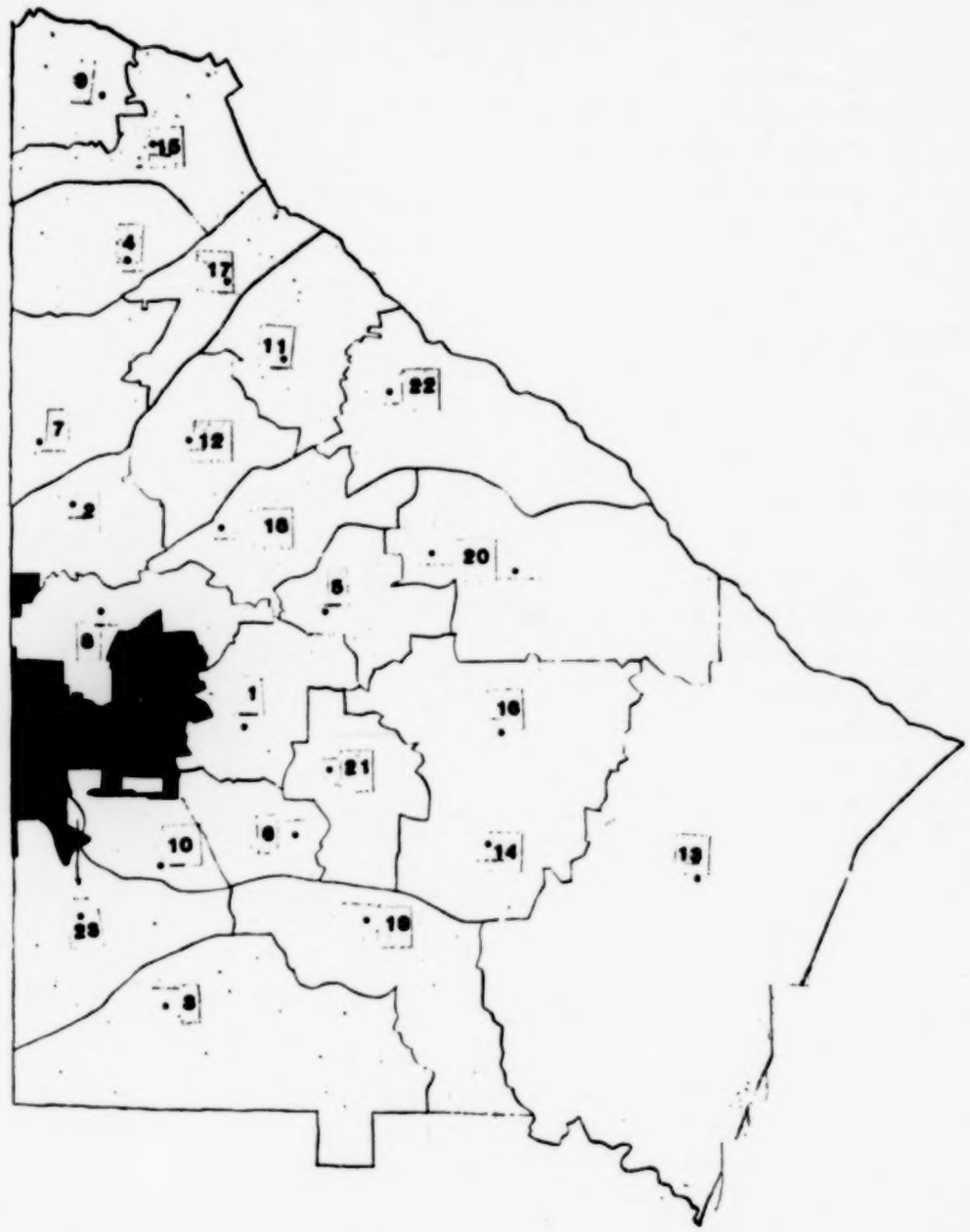
DeKalb Elementary
1969

1	Hooper Alexander	37	Jolly
2	Allgood	38	Kelley Lake
3	Ashford Park	39	Kittredge
4	Atherton	40	Knollwood
5	Avondale	41	Laurel Ridge
6	Bouldercrest	42	McLendon
7	Briarlake	43	Meadowview
8	Briar Vista	44	Medlock
9	Brockett	45	Midvale
10	Brookhaven	46	Midway
11	Canby Lane	47	Montclair
12	Murphy Candler	48	Montgomery
13	Chapel Hill	49	Northwoods
14	Jim Cherry	50	Oakcliff
15	Chestnut	51	Oak Grove
16	Clifton	52	Peachcrest
17	Columbia	53	Pleasantdale
18	Coralwood *	54	Rainbow
19	Doraville	55	Redan
20	Dresden	56	Rehoboth
21	Dunaire	57	Cary Reynolds
22	Dunwoody	58	Rock Chapel
23	Evansdale	59	Rowland
24	Fernbank	60	Sagamore Hills
25	Flat Shoals	61	Sexton Woods
26	Forrest Hills	62	Shallowford
27	Glen Haven	63	Sky Haven
28	Gresham park	64	Skyland
29	Margaret Harris	65	Smoke Rise
30	Hawthorne	66	Snapfinger
31	Henderson Mill	67	L.J. Steele
32	Heritage	68	Stone Mountain
33	Hightower	69	Stoneview
34	Huntley Hills	70	Terry Mill
35	Idlewood	71	W.D. Thompson
36	Indian Creek	72	Tilson

73	Toney	76	Warner
74	Tucker	77	Wesley Chapel
75	Wadsworth	78	Woodward

DEFENDANT'S EXHIBIT 32

DeKalb County, Georgia High School Districts
1985-1986



DeKalb High Schools
1985

1 Avondale
2 Briarcliff
3 Cedar Grove
4 Chamblee
5 Clarkston
6 Columbia
7 Cross Keys
8 Druid Hills
9 Dunwoody
10 Gordon
11 Henderson
12 Lakeside
13 Lithonia
14 Miller Grove
15 Peachtree
16 Redan
17 Sequoyah
18 Shamrock
19 S.W. DeKalb
20 Stone Mountain
21 Towers
22 Tucker
23 Walker

DEFENDANT'S EXHIBIT 41

PAGE: 1

ELEMENTARY SCHOOLS, ALL YEARS - ALLGOOD

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	ALLGOOD	735.0	99.70	2.0	0.30	0.0	0.00	27.00	93.00	2.00	7.00
70	ALLGOOD	806.0	99.80	2.0	0.20	0.0	0.00	30.00	93.70	2.00	6.30
71	ALLGOOD	842.0	99.90	1.0	0.10	0.0	0.00	34.00	97.00	1.00	3.00
72	ALLGOOD	704.0	99.40	2.0	0.30	2.0	0.30	29.00	96.70	1.00	3.30
73	ALLGOOD	722.0	99.30	3.0	0.40	2.0	0.30	29.00	94.00	2.00	6.00
74	ALLGOOD	734.0	98.90	2.0	0.30	6.0	0.80	31.00	97.00	1.00	3.00
75	ALLGOOD	714.0	98.50	3.0	0.40	8.0	1.10	30.00	91.00	3.00	9.00
76	ALLGOOD	729.0	98.90	1.0	0.10	7.0	0.90	30.00	86.00	5.00	14.00
77	ALLGOOD	743.0	98.70	0.0	0.00	10.0	1.30	32.00	86.00	5.00	14.00
78	ALLGOOD	739.0	97.80	0.0	0.00	17.0	2.30	30.00	83.00	6.00	17.00
79	ALLGOOD	716.0	97.50	0.0	0.00	18.0	2.40	29.00	83.00	6.00	17.00
80	ALLGOOD	672.0	96.30	3.0	0.40	23.0	3.30	28.50	83.00	6.00	17.00
81	ALLGOOD	623.0	95.80	8.0	1.20	19.0	3.00	26.00	81.00	6.00	19.00
82	ALLGOOD	588.0	94.80	9.0	1.50	23.0	3.70	24.50	80.00	6.00	20.00
83	ALLGOOD	540.0	94.90	12.0	2.10	17.0	3.00	22.75	79.00	6.00	21.00
84	ALLGOOD	500.0	89.00	41.0	7.30	21.0	3.70	21.50	75.00	7.00	25.00
85	ALLGOOD	478.0	84.90	57.0	10.10	28.0	5.00	23.00	79.30	6.00	20.70
86	ALLGOOD	477.0	81.00	74.0	12.60	38.0	6.50	22.00	73.30	8.00	26.60

ELEMENTARY SCHOOLS, ALL YEARS - ASHFORD PARK

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	ASHFORD PARK	779.0	100.00	0.0	0.00	0.0	0.00	29.00	94.00	2.00	6.00
70	ASHFORD PARK	727.0	100.00	0.0	0.00	0.0	0.00	31.00	96.90	1.00	3.10
71	ASHFORD PARK	695.0	100.00	0.0	0.00	0.0	0.00	27.00	93.00	2.00	7.00
72	ASHFORD PARK	656.0	99.70	1.0	0.20	1.0	0.20	29.00	93.50	2.00	6.50
73	ASHFORD PARK	618.0	99.00	5.0	0.80	1.0	0.20	28.00	93.00	2.00	7.00
74	ASHFORD PARK	574.0	98.00	11.0	1.90	1.0	0.20	27.00	93.00	2.00	7.00
75	ASHFORD PARK	607.0	92.20	42.0	6.40	9.0	1.40	28.00	90.00	3.00	10.00
76	ASHFORD PARK	545.0	92.20	35.0	5.90	11.0	2.00	26.00	90.00	3.00	10.00
77	ASHFORD PARK	520.0	90.40	41.0	7.20	14.0	2.40	25.00	83.00	5.00	17.00
78	ASHFORD PARK	492.0	92.70	28.0	5.30	11.0	2.10	24.00	83.00	5.00	17.00
79	ASHFORD PARK	454.0	91.70	28.0	5.70	13.0	2.60	24.00	81.00	5.50	19.00
80	ASHFORD PARK	431.0	91.70	25.0	5.30	14.0	2.90	21.50	80.00	5.50	20.00
81	ASHFORD PARK	397.0	90.00	29.0	6.60	15.0	3.50	18.50	77.00	5.50	23.00
82	ASHFORD PARK	362.0	87.20	37.0	8.90	16.0	3.80	17.00	76.00	5.50	24.00
83	ASHFORD PARK	337.0	84.90	41.0	10.30	19.0	4.90	16.00	71.00	6.50	29.00
84	ASHFORD PARK	430.0	78.90	66.0	12.50	47.0	8.60	22.00	75.90	7.00	24.10
85	ASHFORD PARK	444.0	77.20	83.0	14.40	48.0	8.30	23.00	76.70	7.00	23.30
86	ASHFORD PARK	429.0	75.10	87.0	15.20	55.0	9.60	25.00	78.10	7.00	21.90

ELEMENTARY SCHOOLS, ALL YEARS - ATHERTON

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	ATHERTON	526.0	100.00	0.0	0.00	0.0	0.00	20.00	91.00	2.00	9.00
70	ATHERTON	520.0	100.00	0.0	0.00	0.0	0.00	22.00	88.00	3.00	12.00
71	ATHERTON	743.0	100.00	0.0	0.00	0.0	0.00	27.00	93.00	2.00	7.00
72	ATHERTON	772.0	99.70	2.0	0.30	0.0	0.00	30.00	93.80	2.00	6.20
73	ATHERTON	862.0	100.00	0.0	0.00	0.0	0.00	31.00	94.00	2.00	6.00
74	ATHERTON	912.0	99.30	1.0	0.10	5.0	0.50	37.00	95.00	2.00	5.00
75	ATHERTON	557.0	98.20	2.0	0.40	8.0	1.40	25.00	93.00	2.00	7.00
76	ATHERTON	560.0	98.40	2.0	0.40	7.0	1.20	24.00	89.00	3.00	11.00
77	ATHERTON	532.0	92.40	35.0	6.00	9.0	1.60	25.00	86.00	4.00	14.00
78	ATHERTON	470.0	91.10	37.0	7.20	9.0	1.80	21.00	78.00	6.00	22.00
79	ATHERTON	462.0	84.80	74.0	13.60	9.0	1.70	21.00	78.00	6.00	22.00
80	ATHERTON	455.0	78.60	109.0	18.80	15.0	2.60	23.50	80.00	6.00	20.00
81	ATHERTON	389.0	69.80	151.0	27.10	17.0	3.00	21.75	77.00	6.50	23.00
82	ATHERTON	326.0	58.50	209.0	37.50	22.0	3.90	21.00	75.00	7.00	25.00
83	ATHERTON	295.0	49.30	279.0	46.70	24.0	4.00	23.00	75.00	7.50	25.00
84	ATHERTON	253.0	41.20	334.0	54.40	27.0	4.40	21.25	66.90	10.50	33.10
85	ATHERTON	240.0	37.00	378.0	58.30	30.0	4.60	23.00	68.10	10.75	31.90
86	ATHERTON	184.0	28.60	434.0	67.50	25.0	3.90	21.00	65.60	11.00	34.40

ELEMENTARY SCHOOLS, ALL YEARS - AUSTIN

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
75	AUSTIN	507.0	99.40	1.0	0.20	2.0	0.40	20.00	87.00	3.00	13.00
76	AUSTIN	533.0	99.10	0.0	0.00	5.0	0.90	22.00	88.00	3.00	12.00
77	AUSTIN	559.0	99.50	0.0	0.00	3.0	0.50	24.00	89.00	3.00	11.00
78	AUSTIN	706.0	99.30	1.0	0.10	4.0	0.60	27.00	82.00	6.00	18.00
79	AUSTIN	691.0	98.40	2.0	0.30	9.0	1.30	29.50	83.00	6.00	17.00
80	AUSTIN	696.0	98.20	1.0	0.10	12.0	1.70	28.00	81.00	6.50	19.00
81	AUSTIN	647.0	98.00	1.0	0.20	12.0	1.90	26.75	82.00	6.00	18.00
82	AUSTIN	571.0	97.10	1.0	0.20	16.0	2.70	23.00	79.00	6.00	21.00
83	AUSTIN	472.0	96.10	1.0	0.20	18.0	3.70	20.50	80.00	5.00	20.00
84	AUSTIN	428.0	96.40	0.0	0.00	16.0	3.60	20.50	83.70	4.00	16.30
85	AUSTIN	614.0	95.90	7.0	1.10	19.0	3.00	27.75	82.20	6.00	17.80
86	AUSTIN	585.0	94.70	7.0	1.10	26.0	4.20	26.00	86.70	4.00	13.30

ELEMENTARY SCHOOLS, ALL YEARS - AVONDALE

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	AVONDALE	517.0	79.80	131.0	20.20	0.0	0.00	26.00	93.00	2.00	7.00
70	AVONDALE	567.0	84.50	104.0	15.50	0.0	0.00	29.00	93.50	2.00	6.50
71	AVONDALE	563.0	84.20	102.0	15.20	4.0	0.60	26.00	93.00	2.00	7.00
72	AVONDALE	477.0	84.10	90.0	15.90	0.0	0.00	22.00	88.00	3.00	12.00
73	AVONDALE	510.0	84.00	94.0	15.50	3.0	0.50	20.00	87.00	3.00	13.00
74	AVONDALE	441.0	80.30	101.0	18.40	7.0	1.30	24.00	92.00	2.00	8.00
75	AVONDALE	418.0	68.50	189.0	31.00	3.0	0.50	25.00	89.00	3.00	11.00
76	AVONDALE	386.0	63.90	211.0	34.90	7.0	1.20	23.00	85.00	4.00	15.00
77	AVONDALE	383.0	60.50	243.0	38.40	7.0	1.10	24.00	83.00	5.00	17.00
78	AVONDALE	366.0	55.80	272.0	41.50	18.0	2.70	25.00	78.00	7.00	22.00
79	AVONDALE	316.0	51.30	275.0	44.60	25.0	4.10	25.00	82.00	5.50	18.00
80	AVONDALE	294.0	45.90	319.0	49.80	27.0	4.20	27.00	82.00	6.00	18.00
81	AVONDALE	280.0	43.60	334.0	52.00	28.0	4.40	24.75	78.00	7.00	22.00
82	AVONDALE	252.0	40.60	354.0	57.10	14.0	2.30	25.13	76.00	7.87	24.00
83	AVONDALE	209.0	36.20	353.0	61.20	15.0	12.60	21.25	71.00	8.50	29.00
84	AVONDALE	193.0	31.60	395.0	64.80	22.0	3.60	24.50	74.20	8.50	25.80
85	AVONDALE	179.0	31.20	380.0	66.20	15.0	2.60	23.00	74.20	8.00	25.80
86	AVONDALE	150.0	23.80	463.0	73.40	18.0	2.90	25.00	75.80	8.00	24.20

ELEMENTARY SCHOOLS, ALL YEARS - BOB MATHIS

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
75	BOB MATHIS	480.0	97.20	6.0	1.20	8.0	1.60	20.00	87.00	3.00	13.00
76	BOB MATHIS	481.0	93.80	25.0	4.90	7.0	1.40	20.00	83.00	4.00	17.00
77	BOB MATHIS	421.0	73.20	149.0	25.90	5.0	0.90	22.00	81.00	5.00	19.00
78	BOB MATHIS	298.0	53.00	257.0	45.70	7.0	1.30	22.00	79.00	6.00	21.00
79	BOB MATHIS	173.0	32.40	352.0	65.90	9.0	1.70	22.00	81.00	5.00	19.00
80	BOB MATHIS	68.0	14.60	383.0	82.20	15.0	3.20	23.00	79.00	6.00	21.00
81	BOB MATHIS	50.0	11.40	378.0	86.10	11.0	2.50	17.75	71.00	7.25	29.00
82	BOB MATHIS	35.0	8.30	378.0	90.00	7.0	1.70	16.50	70.00	7.00	30.00
83	BOB MATHIS	29.0	6.60	406.0	92.10	6.0	1.40	16.25	68.40	7.50	31.60
84	BOB MATHIS	20.0	4.90	386.0	94.10	4.0	1.00	15.00	65.20	8.00	34.80
85	BOB MATHIS	11.0	2.50	430.0	96.20	6.0	1.30	17.50	66.70	8.75	33.30
86	BOB MATHIS	2.0	0.40	462.0	98.10	7.0	1.50	17.00	65.40	9.00	34.60

ELEMENTARY SCHOOLS, ALL YEARS - BOULDERCREST

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	BOULDERCREST	430.0	100.00	0.0	0.00	0.0	0.00	18.00	82.00	4.00	18.00
70	BOULDERCREST	467.0	100.00	0.0	0.00	0.0	0.00	22.00	95.70	1.00	4.30
71	BOULDERCREST	429.0	100.00	0.0	0.00	0.0	0.00	22.00	100.00	0.00	0.00
72	BOULDERCREST	433.0	100.00	0.0	0.00	0.0	0.00	20.00	83.30	4.00	16.70
73	BOULDERCREST	413.0	96.30	16.0	3.70	0.0	0.00	20.00	83.00	4.00	17.00
74	BOULDERCREST	579.0	85.00	100.0	14.70	2.0	0.30	32.00	97.00	1.00	3.00

PAGE: 1

ELEMENTARY SCHOOL, ALL YEARS - BRIARLAKE

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	BRIARLAKE	580.0	99.20	3.0	0.50	2.0	0.30	22.00	96.00	1.00	4.00
70	BRIARLAKE	592.0	98.80	3.0	0.50	4.0	0.60	25.00	96.20	1.00	3.80
71	BRIARLAKE	667.0	98.60	3.0	0.40	5.0	0.70	27.00	96.00	1.00	4.00
72	BRIARLAKE	648.0	98.30	3.0	0.50	8.0	1.30	28.00	96.60	1.00	3.40
73	BRIARLAKE	589.0	98.40	2.0	0.30	8.0	1.30	27.00	93.00	2.00	7.00
74	BRIARLAKE	531.0	98.50	2.0	0.40	6.0	1.10	25.00	96.00	1.00	4.00
75	BRIARLAKE	493.0	98.00	2.0	0.40	8.0	1.60	23.00	92.00	2.00	8.00
76	BRIARLAKE	469.0	97.90	0.0	0.00	10.0	2.10	20.00	83.00	4.00	17.00
77	BRIARLAKE	460.0	97.00	5.0	1.10	9.0	1.90	19.00	86.00	3.00	14.00
78	BRIARLAKE	397.0	95.90	11.0	2.70	6.0	1.40	17.00	81.00	4.00	19.00
79	BRIARLAKE	378.0	93.80	15.0	3.70	10.0	2.50	24.00	86.00	4.00	14.00
80	BRIARLAKE	330.0	91.90	13.0	3.60	16.0	4.50	17.00	81.00	4.00	19.00
81	BRIARLAKE	318.0	89.30	21.0	5.90	17.0	4.80	17.00	77.00	5.00	23.00
82	BRIARLAKE	293.0	85.70	33.0	9.60	16.0	4.70	16.00	76.00	5.00	24.00
83	BRIARLAKE	341.0	80.40	50.0	11.80	33.0	7.80	18.50	79.00	5.00	21.00
84	BRIARLAKE	333.0	77.10	74.0	17.10	25.0	5.80	19.25	79.40	5.00	20.60
85	BRIARLAKE	304.0	74.70	77.0	18.90	26.0	6.40	18.75	80.60	4.50	19.40
86	BRIARLAKE	271.0	66.90	110.0	27.20	24.0	5.90	16.00	72.70	6.00	27.30

PAGE: 9

ELEMENTARY SCHOOLS, ALL YEARS - BRIAR VISTA

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
70	BRIAR VISTA	587.0	99.80	0.0	0.00	1.0	0.20	30.00	96.80	1.00	3.20
71	BRIAR VISTA	569.0	98.60	0.0	0.00	8.0	1.40	26.00	96.00	1.00	4.00
72	BRIAR VISTA	543.0	96.40	0.0	0.00	20.0	3.60	25.00	96.20	1.00	3.80
73	BRIAR VISTA	470.0	93.80	0.0	0.00	31.0	6.20	21.00	91.00	2.00	9.00
74	BRIAR VISTA	686.0	96.30	0.0	0.00	26.0	3.70	19.00	95.00	1.00	5.00
75	BRIAR VISTA	717.0	93.10	6.0	0.80	47.0	6.00	32.00	94.00	2.00	6.00
76	BRIAR VISTA	608.0	90.30	6.0	0.90	59.0	8.70	28.00	90.00	3.00	10.00
77	BRIAR VISTA	552.0	89.90	14.0	2.30	48.0	7.80	25.00	86.00	4.00	14.00
78	BRIAR VISTA	441.0	86.00	13.0	2.50	59.0	11.50	24.00	83.00	5.00	17.00
79	BRIAR VISTA	406.0	86.40	8.0	1.70	56.0	11.90	21.50	81.00	5.00	19.00
80	BRIAR VISTA	356.0	82.60	17.0	3.90	58.0	13.40	20.50	77.00	6.00	23.00
81	BRIAR VISTA	322.0	77.80	29.0	7.00	63.0	15.20	19.00	79.00	5.00	21.00
82	BRIAR VISTA	306.0	76.30	47.0	11.70	48.0	12.00	18.00	78.00	5.00	22.00
83	BRIAR VISTA	288.0	70.40	64.0	15.60	57.0	13.90	17.50	24.00	6.00	26.00
84	BRIAR VISTA	260.0	64.80	100.0	24.90	41.0	10.20	17.00	73.90	6.00	26.10
85	BRIAR VISTA	231.0	56.80	135.0	33.20	41.0	10.00	19.00	79.20	5.00	20.80
86	BRIAR VISTA	220.0	52.30	164.0	39.00	37.0	8.80	18.00	81.80	4.00	18.20

ELEMENTARY SCHOOLS, ALL YEARS - BROCKETT

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	BROCKETT	630.0	99.50	0.0	0.00	3.0	0.50	25.00	96.00	1.00	4.00
70	BROCKETT	892.0	99.80	0.0	0.00	2.0	0.20	35.00	97.20	1.00	2.80
71	BROCKETT	802.0	99.30	0.0	0.00	6.0	0.70	34.00	97.00	1.00	3.00
72	BROCKETT	771.0	99.20	0.0	0.00	6.0	0.80	31.00	91.20	3.00	8.80
73	BROCKETT	777.0	99.20	0.0	0.00	6.0	0.80	30.00	88.00	4.00	12.00
74	BROCKETT	715.0	98.90	0.0	0.00	8.0	1.10	32.00	97.00	1.00	3.00
75	BROCKETT	619.0	98.70	0.0	0.00	8.0	1.30	28.00	93.00	2.00	7.00
76	BROCKETT	602.0	98.40	1.0	0.20	9.0	1.50	27.00	90.00	3.00	10.00
77	BROCKETT	572.0	99.30	0.0	0.00	4.0	0.70	28.00	90.00	3.00	10.00
78	BROCKETT	527.0	99.20	0.0	0.00	4.0	0.80	24.00	86.00	4.00	14.00
79	BROCKETT	504.0	99.00	0.0	0.00	5.0	1.00	23.50	82.00	5.00	18.00
80	BROCKETT	470.0	98.50	0.0	0.00	7.0	1.50	23.50	82.00	5.00	18.00
81	BROCKETT	431.0	97.30	0.0	0.00	12.0	2.70	19.25	79.00	5.00	21.00
82	BROCKETT	437.0	97.10	2.0	0.40	11.0	2.50	18.50	77.00	5.50	23.00
83	BROCKETT	473.0	96.10	2.0	0.40	17.0	3.40	21.00	79.00	5.50	21.00
84	BROCKETT	421.0	95.00	4.0	0.90	18.0	4.10	20.00	80.00	5.00	20.00
85	BROCKETT	417.0	92.70	6.0	1.30	27.0	6.00	18.25	75.30	6.00	24.70
86	BROCKETT	407.0	92.10	9.0	2.00	26.0	5.90	16.50	71.70	6.50	28.30

ELEMENTARY SCHOOL, ALL YEARS - BROOKHAVEN

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	BROOKHAVEN	384.0	100.00	0.0	0.00	0.0	0.00	21.00	100.00	0.00	0.00
70	BROOKHAVEN	350.0	100.00	0.0	0.00	0.0	0.00	17.00	94.00	1.00	6.00
71	BROOKHAVEN	323.0	100.00	0.0	0.00	0.0	0.00	15.00	94.00	1.00	6.00
72	BROOKHAVEN	333.0	100.00	0.0	0.00	0.0	0.00	18.00	94.70	1.00	5.30
73	BROOKHAVEN	289.0	100.00	0.0	0.00	0.0	0.00	17.00	94.00	1.00	6.00

ELEMENTARY SCHOOLS, ALL YEARS - CANBY LANE

YEAR	SCHOOL	STUDENTS WHITE NO.	STUDENTS WHITE %	STUDENTS BLACK NO.	STUDENTS BLACK %	STUDENTS OTHER NO.	STUDENTS OTHER %	FACULTY WHITE NO.	FACULTY WHITE %	FACULTY BLACK NO.	FACULTY BLACK %
69	CANBY LANE	899.0	99.90	1.0	0.10	0.0	0.00	30.00	88.00	4.00	12.00
70	CANBY LANE	698.0	99.86	1.0	0.14	0.0	0.00	26.00	92.90	2.00	7.10
71	CANBY LANE	760.0	99.90	1.0	0.10	0.0	0.00	29.00	94.00	2.00	6.00
72	CANBY LANE	809.0	99.90	0.0	0.00	1.0	0.10	31.00	93.90	2.00	6.10
73	CANBY LANE	809.0	99.90	0.0	0.00	1.0	0.10	32.00	94.00	2.00	6.00
74	CANBY LANE	780.0	99.20	1.0	0.10	5.0	0.60	33.00	97.00	1.00	3.00
75	CANBY LANE	730.0	96.30	23.0	3.00	5.0	0.70	31.00	91.00	3.00	9.00
76	CANBY LANE	634.0	91.20	56.0	8.10	5.0	0.70	29.00	91.00	3.00	9.00
77	CANBY LANE	534.0	79.00	136.0	20.10	6.0	0.90	26.00	84.00	5.00	16.00
78	CANBY LANE	354.0	53.10	309.0	46.30	4.0	0.60	26.00	79.00	7.00	21.00
79	CANBY LANE	186.0	33.90	360.0	65.60	3.0	0.50	23.00	77.00	7.00	23.00
80	CANBY LANE	145.0	25.00	431.0	74.20	5.0	0.80	23.00	74.00	8.00	26.00
81	CANBY LANE	94.0	17.60	436.0	81.60	4.0	0.70	20.75	75.00	7.00	25.00
82	CANBY LANE	90.0	16.60	451.0	83.10	2.0	0.40	20.75	72.00	8.00	28.00
83	CANBY LANE	68.0	13.30	440.0	86.30	2.0	0.40	18.25	66.00	9.25	34.00
84	CANBY LANE	48.0	9.50	452.0	89.70	4.0	0.80	19.25	70.00	8.25	30.00
85	CANBY LANE	30.0	5.80	476.0	92.80	7.0	1.40	17.50	62.50	10.50	37.50
86	CANBY LANE	34.0	6.70	468.0	91.60	9.0	1.80	20.00	69.00	9.00	31.00

ELEMENTARY SCHOOL, ALL YEARS - CAREY REYNOLDS

YEAR	SCHOOL	STUDENTS WHITE NO.	STUDENTS WHITE %	STUDENTS BLACK NO.	STUDENTS BLACK %	STUDENTS OTHER NO.	STUDENTS OTHER %	FACULTY WHITE NO.	FACULTY WHITE %	FACULTY BLACK NO.	FACULTY BLACK %
69	CAREY REYNOLDS	813.0	99.90	0.0	0.00	1.0	0.10	32.00	100.00	0.00	0.00
70	CAREY REYNOLDS	821.0	99.40	0.0	0.00	5.0	0.60	35.00	97.20	1.00	2.80
71	CAREY REYNOLDS	704.0	98.90	0.0	0.00	8.0	1.10	28.00	97.00	1.00	3.00
72	CAREY REYNOLDS	609.0	98.50	2.0	0.30	7.0	1.10	26.00	96.00	1.00	4.00
74	CAREY REYNOLDS	546.0	95.80	9.0	1.60	15.0	2.60	25.00	96.00	1.00	4.00
75	CAREY REYNOLDS	525.0	94.80	15.0	2.70	14.0	2.50	24.00	92.00	2.00	8.00
76	CAREY REYNOLDS	554.0	94.40	15.0	2.60	18.0	3.10	23.00	88.00	3.00	12.00
77	CAREY REYNOLDS	518.0	93.60	17.0	3.10	17.0	3.10	24.00	86.00	4.00	14.00
78	CAREY REYNOLDS	467.0	91.00	19.0	3.70	27.0	5.20	21.00	81.00	5.00	19.00
79	CAREY REYNOLDS	420.0	89.20	16.0	3.40	35.0	7.50	19.50	78.00	5.50	22.00
80	CAREY REYNOLDS	375.0	83.30	21.0	4.70	54.0	12.00	22.00	81.00	5.00	19.00
81	CAREY REYNOLDS	336.0	78.30	35.0	8.20	58.0	13.50	18.75	77.00	5.50	23.00
82	CAREY REYNOLDS	294.0	67.60	42.0	9.70	99.0	22.70	18.00	75.00	6.00	25.00
83	CAREY REYNOLDS	394.0	71.40	51.0	9.20	107.0	19.40	24.00	76.00	7.50	24.00
84	CAREY REYNOLDS	393.0	65.60	56.0	9.30	150.0	25.00	24.00	76.20	7.50	23.80
85	CAREY REYNOLDS	352.0	59.80	75.0	12.70	162.0	27.50	22.75	72.80	8.50	27.20
86	CAREY REYNOLDS	302.0	53.80	113.0	20.10	146.0	26.00	21.00	72.40	8.00	27.60

ELEMENTARY SCHOOLS, ALL YEARS - CEDAR GROVE

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
75	CEDAR GROVE	509.0	87.60	67.0	11.50	5.0	0.90	23.00	88.00	3.00	12.00
76	CEDAR GROVE	472.0	78.10	130.0	21.50	2.0	0.30	24.00	89.00	3.00	11.00
77	CEDAR GROVE	408.0	66.40	202.0	32.90	4.0	0.70	27.00	87.00	4.00	13.00
78	CEDAR GROVE	345.0	44.60	422.0	54.60	6.0	0.80	29.00	83.00	6.00	17.00
79	CEDAR GROVE	278.0	37.80	453.0	61.60	4.0	0.50	27.50	80.00	7.00	20.00
80	CEDAR GROVE	211.0	30.00	485.0	68.90	8.0	1.10	29.00	81.00	7.00	19.00
81	CEDAR GROVE	185.0	26.40	509.0	72.60	7.0	1.00	27.25	78.00	7.50	22.00
82	CEDAR GROVE	175.0	25.80	501.0	73.80	3.0	0.40	25.87	74.00	9.00	26.00
83	CEDAR GROVE	154.0	22.70	519.0	76.50	5.0	0.70	26.00	76.00	8.00	24.00
84	CEDAR GROVE	111.0	17.80	505.0	81.20	6.0	1.00	22.50	71.40	9.00	28.60
85	CEDAR GROVE	90.0	14.20	539.0	85.30	3.0	0.50	23.50	72.30	9.00	27.70
86	CEDAR GROVE	68.0	10.40	585.0	89.60	0.0	0.00	23.00	71.90	9.00	28.10

ELEMENTARY SCHOOLS, ALL YEARS - CHAPEL HILL

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	CHAPEL HILL	555.0	89.10	68.0	10.90	0.0	0.00	22.00	88.00	3.00	12.00
70	CHAPEL HILL	606.0	88.60	78.0	11.40	0.0	0.00	28.00	90.30	3.00	9.70
71	CHAPEL HILL	659.0	87.40	91.0	12.10	4.0	0.50	30.00	91.00	3.00	9.00
72	CHAPEL HILL	743.0	88.50	93.0	11.10	4.0	0.50	30.00	90.90	3.00	9.10
73	CHAPEL HILL	837.0	91.00	81.0	8.80	2.0	0.20	33.00	89.00	4.00	11.00
74	CHAPEL HILL	730.0	89.80	81.0	10.00	2.0	0.20	33.00	94.00	2.00	6.00
75	CHAPEL HILL	677.0	87.50	93.0	12.00	4.0	0.50	33.00	92.00	3.00	8.00
76	CHAPEL HILL	649.0	86.40	100.0	13.30	2.0	0.30	31.00	91.00	3.00	9.00
77	CHAPEL HILL	581.0	77.80	162.0	21.70	4.0	0.50	31.00	84.00	6.00	16.00
78	CHAPEL HILL	432.0	58.20	307.0	41.40	3.0	0.40	28.00	78.00	8.00	22.00
79	CHAPEL HILL	245.0	36.00	431.0	63.30	5.0	0.70	26.00	76.00	8.00	24.00
80	CHAPEL HILL	147.0	22.00	515.0	77.10	6.0	0.90	27.00	77.00	8.00	23.00
81	CHAPEL HILL	75.0	11.10	588.0	87.40	10.0	1.50	26.00	78.00	7.50	22.00
82	CHAPEL HILL	50.0	7.50	608.0	91.00	10.0	1.50	24.25	74.00	8.50	26.00
83	CHAPEL HILL	32.0	4.60	652.0	93.70	12.0	1.70	24.25	72.00	9.50	28.00
84	CHAPEL HILL	12.0	1.60	721.0	96.90	11.0	1.50	27.00	72.00	10.00	28.00
85	CHAPEL HILL	11.0	1.30	795.0	97.50	9.0	1.10	27.50	65.50	14.50	34.50
86	CHAPEL HILL	8.0	0.90	856.0	98.50	5.0	0.60	27.00	66.70	18.00	33.30

ELEMENTARY SCHOOL, ALL YEARS - CHESNUT

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	CHESNUT	485.0	100.00	0.0	0.00	0.0	0.00	19.00	95.00	1.00	5.00
70	CHESNUT	825.0	100.00	0.0	0.00	0.0	0.00	29.00	96.70	1.00	3.30
71	CHESNUT	668.0	100.00	0.0	0.00	0.0	0.00	25.00	96.00	1.00	4.00
72	CHESNUT	601.0	100.00	0.0	0.00	0.0	0.00	25.00	96.20	1.00	3.80
73	CHESNUT	576.0	100.00	0.0	0.00	0.0	0.00	24.00	96.00	1.00	4.00
74	CHESNUT	619.0	100.00	0.0	0.00	0.0	0.00	26.00	96.00	1.00	4.00
75	CHESNUT	587.0	99.70	0.0	0.00	2.0	0.30	25.00	86.00	4.00	14.00
76	CHESNUT	590.0	99.50	1.0	0.20	2.0	0.30	24.00	89.00	3.00	11.00
77	CHESNUT	542.0	98.55	2.0	0.36	6.0	1.09	23.00	85.00	4.00	15.00
78	CHESNUT	528.0	98.70	2.0	0.40	5.0	0.90	22.00	81.00	5.00	19.00
79	CHESNUT	530.0	98.00	3.0	0.60	8.0	1.50	22.50	82.00	5.00	18.00
80	CHESNUT	482.0	97.20	4.0	0.80	10.0	2.00	22.00	77.00	6.50	23.00
81	CHESNUT	407.0	94.40	9.0	2.10	15.0	3.60	17.25	74.00	6.00	26.00
82	CHESNUT	361.0	94.50	9.0	2.40	12.0	3.10	17.00	74.00	6.00	26.00
83	CHESNUT	407.0	88.90	29.0	6.30	22.0	4.80	18.75	76.00	6.00	24.00
84	CHESNUT	360.0	87.40	30.0	7.30	22.0	5.30	17.75	74.70	6.00	25.30
85	CHESNUT	337.0	86.20	33.0	8.40	21.0	5.40	17.50	71.40	7.00	28.60
86	CHESNUT	454.0	82.20	50.0	9.10	48.0	8.70	23.00	76.70	7.00	23.30

ELEMENTARY SCHOOLS, ALL YEARS - CLIFTON

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	CLIFTON	747.0	95.30	37.0	4.70	0.0	0.00	28.00	90.00	3.00	10.00
70	CLIFTON	623.0	93.00	47.0	7.00	0.0	0.00	26.00	92.90	2.00	7.10
71	CLIFTON	629.0	93.70	42.0	6.30	0.0	0.00	25.00	93.00	2.00	7.00
72	CLIFTON	594.0	90.50	62.0	9.50	0.0	0.00	26.00	92.90	2.00	7.10
73	CLIFTON	515.0	76.40	159.0	23.60	0.0	0.00	25.00	93.00	2.00	7.00
74	CLIFTON	169.0	36.30	297.0	63.70	0.0	0.00	18.00	78.00	5.00	22.00
75	CLIFTON	123.0	23.00	412.0	77.00	0.0	0.00	27.00	75.00	9.00	25.00
76	CLIFTON	66.0	11.70	496.0	88.30	0.0	0.00	20.00	71.00	8.00	29.00
77	CLIFTON	36.0	5.50	616.0	94.50	0.0	0.00	23.00	72.00	9.00	28.00
78	CLIFTON	18.0	3.20	550.0	96.50	2.0	0.40	20.00	69.00	9.00	31.00
79	CLIFTON	12.0	2.10	554.0	97.50	2.0	0.40	21.00	75.00	7.00	25.00
80	CLIFTON	8.0	1.40	563.0	98.40	1.0	0.20	23.00	77.00	7.00	23.00
81	CLIFTON	7.0	1.30	527.0	98.50	1.0	0.20	20.25	73.00	7.50	27.00
82	CLIFTON	8.0	1.60	492.0	98.40	0.0	0.00	20.00	74.00	6.87	26.00
83	CLIFTON	6.0	1.30	452.0	98.70	0.0	0.00	17.75	71.00	7.75	29.00
84	CLIFTON	8.0	1.70	464.0	98.30	0.0	0.00	18.00	67.90	8.50	32.10
85	CLIFTON	9.0	1.80	491.0	97.20	5.0	1.00	19.00	67.90	9.00	32.10
86	CLIFTON	7.0	1.40	480.0	97.60	5.0	1.00	20.00	69.00	9.00	31.00

ELEMENTARY SCHOOLS, ALL YEARS - COLUMBIA

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	COLUMBIA	793.0	99.20	0.0	0.00	6.0	0.80	31.00	94.00	2.00	6.00
70	COLUMBIA	821.0	99.80	0.0	0.00	2.0	0.20	32.00	94.10	2.00	5.90
71	COLUMBIA	703.0	99.40	1.0	0.10	3.0	0.40	29.00	97.00	1.00	3.00
72	COLUMBIA	668.0	97.70	12.0	1.80	4.0	0.60	28.00	93.30	2.00	6.70
73	COLUMBIA	611.0	89.10	73.0	10.60	2.0	0.30	28.00	93.00	2.00	7.00
74	COLUMBIA	471.0	71.90	181.0	27.60	3.0	0.50	29.00	91.00	3.00	9.00
75	COLUMBIA	336.0	52.10	302.0	46.80	7.0	1.10	28.00	88.00	4.00	12.00
76	COLUMBIA	222.0	32.90	445.0	66.00	7.0	1.00	26.00	87.00	4.00	13.00
77	COLUMBIA	135.0	20.50	520.0	79.20	2.0	0.30	27.00	82.00	6.00	18.00
78	COLUMBIA	54.0	7.20	685.0	91.70	8.0	1.10	29.00	81.00	7.00	19.00
79	COLUMBIA	26.0	3.50	713.0	96.00	4.0	0.50	28.00	78.00	8.00	22.00
80	COLUMBIA	17.0	2.30	725.0	97.10	5.0	0.70	30.00	79.00	8.00	21.00
81	COLUMBIA	12.0	1.70	696.0	97.50	6.0	0.80	25.38	71.00	10.12	29.00
82	COLUMBIA	7.0	1.00	684.0	98.70	2.0	0.30	25.00	74.00	8.62	26.00
83	COLUMBIA	6.0	0.90	675.0	98.70	3.0	0.40	22.75	70.00	9.75	30.00
84	COLUMBIA	7.0	1.10	633.0	98.60	2.0	0.30	21.00	64.60	11.50	35.40
85	COLUMBIA	9.0	1.40	648.0	97.90	5.0	0.70	23.00	70.80	9.50	29.20
86	COLUMBIA	8.0	1.20	648.0	98.30	3.0	0.50	22.00	64.70	12.00	35.30

ELEMENTARY SCHOOLS, ALL YEARS - CORALWOOD

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	CORALWOOD	344.0	93.20	25.0	6.80	0.0	0.00	15.00	94.00	1.00	6.00
70	CORALWOOD	312.0	91.50	29.0	8.50	0.0	0.00	16.00	100.00	0.00	0.00
71	CORALWOOD	286.0	93.20	20.0	6.50	1.0	0.30	15.00	100.00	0.00	0.00
72	CORALWOOD	279.0	93.60	14.0	4.70	5.0	1.70	16.00	94.10	1.00	5.90
73	CORALWOOD	249.0	91.90	16.0	5.90	6.0	2.20	14.00	93.00	1.00	7.00

ELEMENTARY SCHOOL, ALL YEARS - DORAVILLE

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	DORAVILLE	224.0	89.60	24.0	9.60	2.0	0.80	15.00	100.00	0.00	0.00
70	DORAVILLE	257.0	92.40	17.0	6.10	4.0	1.50	14.00	93.30	1.00	6.70
71	DORAVILLE	199.0	93.00	13.0	6.10	2.0	0.90	17.00	94.00	1.00	6.00

ELEMENTARY SCHOOLS, ALL YEARS - DRESDEN

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	DRESDEN	887.0	100.00	0.0	0.00	0.0	0.00	30.00	94.00	2.00	6.00
70	DRESDEN	774.0	99.50	1.0	0.10	3.0	0.40	32.00	94.10	2.00	5.90
71	DRESDEN	759.0	98.80	0.0	0.00	9.0	1.20	29.00	94.00	2.00	6.00
72	DRESDEN	720.0	98.10	0.0	0.00	14.0	1.90	29.00	93.50	2.00	6.50
73	DRESDEN	650.0	97.60	4.0	0.60	12.0	1.80	28.00	93.00	2.00	7.00
74	DRESDEN	653.0	96.60	5.0	0.70	18.0	2.70	30.00	97.00	1.00	3.00
75	DRESDEN	586.0	95.30	7.0	1.10	22.0	3.60	27.00	93.00	2.00	7.00
76	DRESDEN	596.0	97.40	3.0	0.50	13.0	2.10	25.00	89.00	3.00	11.00
77	DRESDEN	598.0	96.80	5.0	0.80	15.0	2.40	24.00	86.00	4.00	14.00
78	DRESDEN	556.0	95.50	12.0	2.10	14.0	2.40	22.00	79.00	6.00	21.00
79	DRESDEN	505.0	90.00	26.0	4.60	30.0	5.40	21.50	75.00	7.00	25.00
80	DRESDEN	444.0	86.20	36.0	7.00	35.0	6.80	21.50	75.00	7.00	25.00
81	DRESDEN	404.0	83.30	44.0	9.10	37.0	7.70	20.25	77.00	6.00	23.00
82	DRESDEN	349.0	79.90	37.0	8.50	51.0	11.60	19.00	76.00	6.00	24.00
83	DRESDEN	457.0	71.50	84.0	13.10	98.0	15.30	25.50	78.00	7.00	22.00
84	DRESDEN	409.0	69.80	121.0	19.40	92.0	14.80	23.50	77.00	7.00	23.00
85	DRESDEN	368.0	68.30	156.0	24.70	107.0	17.00	33.50	73.30	9.00	27.70
86	DRESDEN	306.0	46.60	226.0	34.50	124.0	18.90	21.00	65.60	11.00	34.40

PAGE: 27

ELEMENTARY SCHOOLS, ALL YEARS - DUNAIRE

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	DUNAIRE	350.0	98.90	2.0	0.60	2.0	0.60	20.00	100.00	0.00	0.00
70	DUNAIRE	340.0	99.40	0.0	0.00	2.0	0.60	19.00	95.00	1.00	5.00
71	DUNAIRE	435.0.	99.80	0.0	0.00	1.0	0.20	24.00	96.00	1.00	4.00
72	DUNAIRE	584.0	99.50	1.0	0.20	2.0	0.40	27.00	96.40	1.00	3.60
73	DUNAIRE	593.0	99.20	2.0	0.30	3.0	0.50	26.00	93.00	2.00	7.00
74	DUNAIRE	500.0	98.00	6.0	1.20	4.0	0.90	25.00	96.00	1.00	4.00
75	DUNAIRE	500.0	98.80	4.0	0.80	2.0	0.40	24.00	92.00	2.00	8.00
76	DUNAIRE	502.0	98.80	5.0	1.00	1.0	0.20	22.00	88.00	3.00	12.00
77	DUNAIRE	484.0	45.70	6.0	1.20	16.0	3.10	21.00	84.00	4.00	16.00
78	DUNAIRE	456.0	93.60	13.0	2.70	18.0	3.70	20.00	83.00	4.00	17.00
79	DUNAIRE	428.0	92.60	17.0	3.70	17.0	3.70	21.50	84.00	4.00	16.00
80	DUNAIRE	403.0	89.20	28.0	6.20	21.0	4.60	22.00	80.00	5.50	20.00
81	DUNAIRE	362.0	89.60	25.0	6.20	17.0	4.10	17.75	78.00	5.00	22.00
82	DUNAIRE	318.0	82.20	49.0	12.70	20.0	5.20	17.62	78.00	5.00	22.00
83	DUNAIRE	302.0	69.60	100.0	23.00	32.0	7.40	18.00	75.00	6.00	25.00
84	DUNAIRE	321.0	66.70	123.0	25.60	37.0	7.70	19.25	76.20	6.00	23.80
85	DUNAIRE	278.0	61.40	135.0	29.80	40.0	8.80	19.00	76.00	6.00	24.00
86	DUNAIRE	261.0	48.20	225.0	41.60	55.0	10.20	20.00	71.40	8.00	28.60

PAGE: 28

ELEMENTARY SCHOOLS, ALL YEARS - DUNWOODY

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	DUNWOODY	1,053.0	99.80	0.0	0.00	2.0	0.20	41.00	98.00	1.00	2.00
70	DUNWOODY	948.0	99.80	0.0	0.00	2.0	0.20	35.00	94.60	2.00	5.40
71	DUNWOODY	935.0	100.00	0.0	0.00	0.0	0.00	38.00	97.00	1.00	3.00
72	DUNWOODY	823.0	99.40	0.0	0.00	5.0	0.60	35.00	97.00	1.00	3.00
73	DUNWOODY	910.0	99.00	2.0	0.20	7.0	0.80	30.00	88.00	4.00	12.00
74	DUNWOODY	978.0	99.20	1.0	0.10	7.0	0.70	46.00	98.00	1.00	2.00
75	DUNWOODY	659.0	99.40	0.0	0.00	4.0	0.70	32.00	94.00	2.00	6.00
76	DUNWOODY	715.0	98.90	0.0	0.00	8.0	1.10	31.00	89.00	4.00	11.00
77	DUNWOODY	745.0	99.10	1.0	0.10	6.0	0.80	31.00	84.00	6.00	16.00
78	DUNWOODY	733.0	99.10	0.0	0.00	7.0	1.00	27.00	82.00	6.00	18.00
79	DUNWOODY	717.0	98.40	1.0	0.10	11.0	1.50	29.50	81.00	7.00	19.00
80	DUNWOODY	700.0	98.20	2.0	0.30	11.0	1.50	29.50	81.00	7.00	19.00
81	DUNWOODY	631.0	97.10	5.0	0.80	14.0	2.20	24.50	75.00	8.00	25.00
82	DUNWOODY	572.0	95.00	10.0	1.70	20.0	3.30	23.50	77.00	7.00	23.00
83	DUNWOODY	506.0	93.20	19.0	3.50	18.0	3.30	22.25	81.00	6.00	19.00
84	DUNWOODY	425.0	92.20	15.0	3.30	21.0	4.50	19.50	76.40	6.00	23.60

ELEMENTARY SCHOOLS, ALL YEARS - EVANSDALE

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	EVANSDALE	711.0	99.90	0.0	0.00	1.0	0.10	26.00	96.00	1.00	4.00
70	EVANSDALE	787.0	99.87	0.0	0.00	1.0	0.13	33.00	97.10	1.00	2.90
71	EVANSDALE	695.0	99.86	0.0	0.00	1.0	0.14	28.00	97.00	1.00	3.00
72	EVANSDALE	685.0	99.90	0.0	0.00	1.0	0.10	28.00	97.00	1.00	3.00
73	EVANSDALE	660.0	100.00	0.0	0.00	0.0	0.00	26.00	93.00	2.00	7.00
74	EVANSDALE	602.0	99.80	0.0	0.00	1.0	0.20	27.00	96.00	1.00	4.00
75	EVANSDALE	517.0	100.00	0.0	0.00	0.0	0.00	25.00	89.00	3.00	11.00
76	EVANSDALE	463.0	99.40	0.0	0.00	3.0	0.60	21.00	88.00	3.00	12.00
77	EVANSDALE	440.0	99.30	0.0	0.00	3.0	0.70	21.00	88.00	3.00	12.00
78	EVANSDALE	421.0	99.80	0.0	0.00	1.0	0.20	20.00	83.00	4.00	17.00
79	EVANSDALE	427.0	97.50	0.0	0.00	11.0	2.50	20.00	80.00	5.00	20.00
80	EVANSDALE	382.0	95.70	2.0	0.50	15.0	3.80	21.00	81.00	5.00	19.00
81	EVANSDALE	344.0	94.80	1.0	0.30	18.0	5.00	17.25	79.00	4.50	21.00
82	EVANSDALE	329.0	95.10	0.0	0.00	17.0	4.90	16.50	79.00	4.50	21.00
83	EVANSDALE	345.0	95.00	0.0	0.00	18.0	5.00	16.25	75.00	5.50	25.00
84	EVANSDALE	279.0	92.10	0.0	0.00	24.0	7.90	16.00	78.00	4.50	22.00
85	EVANSDALE	271.0	88.50	6.0	2.00	29.0	9.50	15.50	77.50	4.50	22.50
86	EVANSDALE	275.0	86.80	10.0	3.20	32.0	10.10	15.00	73.20	5.50	26.80

ELEMENTARY SCHOOL, ALL YEARS - FAIRINGTON

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
75	FAIRINGTON	541.0	93.90	34.0	5.90	1.0	0.20	24.00	89.00	3.00	11.00
76	FAIRINGTON	534.0	92.70	39.0	6.80	3.0	0.50	22.00	88.00	3.00	12.00
77	FAIRINGTON	575.0	88.90	66.0	10.20	6.0	0.90	23.00	86.00	4.00	15.00
78	FAIRINGTON	571.0	86.80	75.0	11.40	12.0	1.80	25.00	81.00	6.00	19.00
79	FAIRINGTON	534.0	78.60	132.0	19.40	13.0	1.90	25.50	80.00	6.50	20.00
80	FAIRINGTON	522.0	66.30	249.0	31.60	16.0	2.00	26.00	76.00	8.00	24.00
81	FAIRINGTON	492.0	61.30	293.0	36.50	18.0	2.20	27.25	75.00	9.00	25.00
82	FAIRINGTON	425.0	53.00	361.0	45.00	16.0	2.00	29.88	78.00	8.37	22.00
83	FAIRINGTON	329.0	42.30	428.0	55.10	21.0	2.60	27.00	74.00	9.50	26.00
84	FAIRINGTON	264.0	36.90	433.0	60.50	19.0	2.60	26.75	75.90	8.50	24.10
85	FAIRINGTON	225.0	28.80	535.0	68.40	22.0	2.80	28.00	72.70	10.50	27.30
86	FAIRINGTON	159.0	19.00	656.0	78.60	20.0	2.40	28.00	71.80	11.00	28.20

ELEMENTARY SCHOOLS, ALL YEARS - FERNBANK

YEAR	SCHOOL	STUDENTS WHITE NO.	STUDENTS WHITE %	STUDENTS BLACK NO.	STUDENTS BLACK %	STUDENTS OTHER NO.	STUDENTS OTHER %	FACULTY WHITE NO.	FACULTY WHITE %	FACULTY BLACK NO.	FACULTY BLACK %
69	FERNBANK	810.0	99.00	3.0	0.40	5.0	0.60	30.00	97.00	1.00	3.00
70	FERNBANK	801.0	99.10	0.0	0.00	7.0	0.90	31.00	96.90	1.00	3.10
71	FERNBANK	719.0	99.90	0.0	0.00	1.0	0.10	28.00	97.00	1.00	3.00
72	FERNBANK	695.0	98.30	0.0	0.00	12.0	1.70	30.00	97.00	1.00	3.00
73	FERNBANK	673.0	97.80	0.0	0.00	15.0	2.20	24.00	92.00	2.00	8.00
74	FERNBANK	617.0	97.80	3.0	0.50	11.0	1.80	29.00	97.00	1.00	3.00
75	FERNBANK	639.0	95.40	18.0	2.70	13.0	1.90	28.00	90.00	3.00	10.00
76	FERNBANK	630.0	93.30	29.0	4.30	16.0	2.40	28.00	88.00	4.00	12.00
77	FERNBANK	586.0	87.40	66.0	9.90	18.0	2.70	28.00	85.00	5.00	15.00
78	FERNBANK	543.0	76.50	151.0	21.30	16.0	2.20	30.00	83.00	6.00	17.00
79	FERNBANK	496.0	64.80	244.0	31.90	26.0	3.40	28.50	80.00	7.00	20.00
80	FERNBANK	449.0	64.60	223.0	32.10	23.0	3.30	28.50	80.00	7.00	20.00
81	FERNBANK	414.0	64.50	212.0	33.00	16.0	2.50	24.50	75.00	8.00	25.00
82	FERNBANK	415.0	60.50	249.0	36.30	22.0	3.20	24.50	75.00	8.00	25.00
83	FERNBANK	342.0	56.40	237.0	39.10	27.0	4.40	22.75	74.00	8.00	26.00
84	FERNBANK	316.0	52.50	264.0	43.80	22.0	3.70	22.50	73.80	8.00	26.20
85	FERNBANK	284.0	47.60	302.0	49.80	16.0	2.60	22.25	71.20	9.00	28.80
86	FERNBANK	29	52.80	252.0	44.80	13.0	2.30	19.00	67.90	9.00	32.10

ELEMENTARY SCHOOL, ALL YEARS - FLAT SHOALS

YEAR	SCHOOL	STUDENTS WHITE NO.	STUDENTS WHITE %	STUDENTS BLACK NO.	STUDENTS BLACK %	STUDENTS OTHER NO.	STUDENTS OTHER %	FACULTY WHITE NO.	FACULTY WHITE %	FACULTY BLACK NO.	FACULTY BLACK %
69	FLAT SHOALS	579.0	99.80	0.0	0.00	1.0	0.20	21.00	91.00	2.00	9.00
70	FLAT SHOALS	557.0	99.80	0.0	0.00	1.0	0.20	22.00	91.70	2.00	8.30
71	FLAT SHOALS	618.0	99.50	1.0	0.20	2.0	0.30	26.00	93.00	2.00	7.00
72	FLAT SHOALS	620.0	95.20	29.0	4.50	2.0	0.30	27.00	90.00	3.00	10.00
73	FLAT SHOALS	407.0	66.40	202.0	33.00	4.0	0.70	25.00	86.00	4.00	14.00
74	FLAT SHOALS	268.0	44.50	331.0	55.00	3.0	0.50	25.00	86.00	4.00	14.00
75	FLAT SHOALS	196.0	31.20	411.0	68.50	2.0	0.30	27.00	87.00	4.00	13.00
76	FLAT SHOALS	115.0	16.20	591.0	83.10	5.0	0.70	28.00	88.00	4.00	12.00
77	FLAT SHOALS	54.0	6.50	764.0	92.40	9.0	1.10	29.00	83.00	6.00	17.00
78	FLAT SHOALS	15.0	2.00	748.0	98.00	0.0	0.00	28.00	78.00	8.00	22.00
79	FLAT SHOALS	9.0	1.20	749.0	97.90	7.0	0.90	29.00	78.00	8.00	22.00
80	FLAT SHOALS	2.0	0.20	791.0	98.90	7.0	0.90	30.00	77.00	9.00	23.00
81	FLAT SHOALS	3.0	0.40	755.0	99.30	2.0	0.30	29.38	76.00	9.37	24.00
82	FLAT SHOALS	3.0	0.40	719.0	99.40	1.0	0.10	24.37	67.00	12.00	33.00
83	FLAT SHOALS	2.0	0.30	743.0	99.60	1.0	0.10	23.25	63.00	13.50	37.00
84	FLAT SHOALS	2.0	0.30	729.0	99.70	0.0	0.00	26.00	72.20	10.00	27.80
85	FLAT SHOALS	3.0	0.40	697.0	99.60	0.0	0.00	27.00	69.20	12.00	30.80
86	FLAT SHOALS	2.0	0.30	676.0	99.40	2.0	0.30	25.00	69.40	11.00	30.60

PAGE: 1

ELEMENTARY SCHOOLS, ALL YEARS - FORREST HILLS

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	FORREST HILLS	418.0	73.30	147.0	25.80	5.0	0.90	21.00	87.00	3.00	13.00
70	FORREST HILLS	360.0	76.10	107.0	22.60	6.0	1.30	22.00	91.70	2.00	8.30
71	FORREST HILLS	343.0	78.70	89.0	20.40	4.0	0.90	24.00	96.00	1.00	4.00
72	FORREST HILLS	332.0	78.30	88.0	20.80	4.0	0.90	24.00	96.00	1.00	4.00
73	FORREST HILLS	295.0	77.00	85.0	22.20	3.0	0.80	21.00	88.00	3.00	12.00
74	FORREST HILLS	263.0	73.70	91.0	25.50	3.0	0.80	23.00	92.00	2.00	8.00
75	FORREST HILLS	222.0	72.20	82.0	27.20	2.0	0.60	23.00	85.00	4.00	15.00
76	FORREST HILLS	230.0	73.00	83.0	26.30	2.0	0.60	17.50	81.00	4.00	19.00
77	FORREST HILLS	190.0	77.20	52.0	21.20	4.0	1.60	24.00	89.00	3.00	11.00
78	FORREST HILLS	193.0	73.90	64.0	24.50	4.0	1.50	23.00	85.00	4.00	15.00
79	FORREST HILLS	170.0	72.30	62.0	26.40	3.0	1.30	23.50	85.00	4.00	15.00
80	FORREST HILLS	145.0	69.40	62.0	29.70	2.0	1.00	12.00	86.00	2.00	14.00
81	FORREST HILLS	122.0	59.50	78.0	38.00	5.0	2.40	11.25	76.00	3.50	24.00
82	FORREST HILLS	115.0	59.30	72.0	37.10	7.0	3.60	12.50	77.00	3.75	23.00
83	FORREST HILLS	105.0	58.30	68.0	37.80	7.0	3.90	10.00	73.00	3.75	27.00
84	FORREST HILLS	89.0	50.80	78.0	44.60	8.0	4.60	10.50	75.00	3.50	25.00
85	FORREST HILLS	106.0	44.20	112.0	46.70	22.0	9.20	13.00	81.30	3.00	18.70
86	FORREST HILLS	102.0	46.40	94.0	42.70	24.0	10.90	12.00	70.60	5.00	29.40

PAGE: 2

ELEMENTARY SCHOOLS, ALL YEARS - GLEN HAVEN

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	GLEN HAVEN	545.0	97.50	12.0	2.10	2.0	0.40	22.00	96.00	1.00	4.00
70	GLEN HAVEN	523.0	98.10	9.0	1.70	1.0	0.20	22.00	91.70	2.00	8.30
71	GLEN HAVEN	491.0	98.20	8.0	1.60	1.0	0.20	21.00	91.00	2.00	9.00
72	GLEN HAVEN	452.0	97.80	8.0	1.70	2.0	0.40	20.00	83.00	4.00	17.00
73	GLEN HAVEN	418.0	97.20	6.0	1.40	6.0	1.30	18.00	82.00	4.00	18.00
74	GLEN HAVEN	395.0	95.00	13.0	3.10	8.0	1.90	24.00	92.00	2.00	8.00
75	GLEN HAVEN	384.0	90.40	30.0	7.10	11.0	2.60	23.00	88.00	3.00	12.00
76	GLEN HAVEN	364.0	86.30	38.0	9.00	20.0	4.70	20.50	84.00	4.00	16.00
77	GLEN HAVEN	327.0	89.30	26.0	7.10	13.0	3.60	21.00	84.00	4.00	16.00
78	GLEN HAVEN	296.0	79.00	59.0	15.70	20.0	5.30	22.00	85.00	4.00	15.00
79	GLEN HAVEN	248.0	74.00	68.0	20.00	21.0	6.00	20.00	80.00	5.00	20.00
80	GLEN HAVEN	193.0	60.30	91.0	28.40	36.0	11.20	20.00	83.00	4.00	17.00
81	GLEN HAVEN	177.0	56.90	89.0	28.60	45.0	14.40	15.50	79.00	4.00	21.00
82	GLEN HAVEN	156.0	52.50	85.0	28.60	56.0	18.80	14.00	76.00	4.50	24.00
83	GLEN HAVEN	174.0	54.90	97.0	30.00	46.0	14.50	14.00	72.00	5.50	28.00
84	GLEN HAVEN	138.0	44.70	110.0	35.60	61.0	19.70	13.50	71.10	5.50	28.90
85	GLEN HAVEN	126.0	38.70	139.0	42.60	61.0	18.70	13.50	67.50	6.50	32.50
86	GLEN HAVEN	88.0	25.90	180.0	52.90	72.0	21.20	15.00	75.00	5.00	25.00

PAGE: 39

ELEMENTARY SCHOOLS, ALL YEARS - GRESHAM PARK

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	GRESHAM PARK	572.0	100.00	0.0	0.00	0.0	0.00	22.00	96.00	1.00	4.00
70	GRESHAM PARK	572.0	100.00	0.0	0.00	0.0	0.00	24.00	96.00	1.00	4.00
71	GRESHAM PARK	508.0	98.40	8.0	1.60	0.0	0.00	24.00	86.00	4.00	14.00
72	GRESHAM PARK	376.0	76.90	113.0	23.10	0.0	0.00	19.00	73.00	7.00	27.00
73	GRESHAM PARK	202.0	39.00	315.0	60.80	1.0	0.20	20.00	74.00	7.00	26.00
74	GRESHAM PARK	116.0	20.00	464.0	79.90	1.0	0.10	19.00	66.00	10.00	34.00
75	GRESHAM PARK	61.0	9.90	556.0	89.80	2.0	0.30	15.00	52.00	14.00	48.00
76	GRESHAM PARK	26.0	3.70	668.0	95.70	4.0	0.60	18.00	51.00	17.00	49.00
77	GRESHAM PARK	12.0	1.60	736.0	98.00	3.0	0.40	27.00	69.00	12.00	31.00
78	GRESHAM PARK	10.0	1.30	770.0	98.60	1.0	0.10	29.00	73.00	11.00	27.00
79	GRESHAM PARK	10.0	1.40	702.0	98.20	5.0	0.40	24.00	65.00	13.00	35.00
80	GRESHAM PARK	10.0	1.30	746.0	98.20	4.0	0.50	30.00	75.00	10.00	25.00
81	GRESHAM PARK	11.0	1.50	733.0	98.30	2.0	0.30	27.88	76.00	8.62	24.00
82	GRESHAM PARK	14.0	1.90	712.0	97.70	3.0	0.40	25.38	70.00	11.12	30.00
83	GRESHAM PARK	6.0	1.40	420.0	97.40	5.0	1.20	18.25	65.00	10.00	35.00
84	GRESHAM PARK	7.0	1.30	531.0	98.20	3.0	0.50	17.50	61.40	11.00	38.60
85	GRESHAM PARK	3.0	0.60	533.0	98.90	3.0	0.60	20.00	61.50	12.50	38.50
86	GRESHAM PARK	5.0	0.90	536.0	98.00	6.0	1.10	17.00	56.70	13.00	43.30

PAGE: 40

ELEMENTARY SCHOOLS, ALL YEARS - HAMBRICK

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
71	HAMBRICK	649.0	100.00	0.0	0.00	0.0	0.00	25.00	93.00	2.00	7.00
72	HAMBRICK	800.0	100.00	0.0	0.00	0.0	0.00	31.00	94.00	2.00	6.00
73	HAMBRICK	806.0	99.90	0.0	0.00	1.0	0.10	36.00	92.00	3.00	8.00
74	HAMBRICK	796.0	100.00	0.0	0.00	0.0	0.00	33.00	97.00	1.00	3.00
75	HAMBRICK	605.0	99.70	0.0	0.00	2.0	0.30	28.00	93.00	2.00	7.00
76	HAMBRICK	642.0	99.80	0.0	0.00	1.0	0.20	28.00	90.00	3.00	10.00
77	HAMBRICK	597.0	99.80	0.0	0.00	1.0	0.20	26.00	84.00	5.00	16.00
78	HAMBRICK	584.0	98.80	3.0	0.50	4.0	0.80	26.00	84.00	5.00	16.00
79	HAMBRICK	521.0	97.60	4.0	0.70	9.0	1.60	24.00	83.00	5.00	17.00
80	HAMBRICK	492.0	98.00	1.0	0.20	9.0	1.80	22.50	82.00	5.00	18.00
81	HAMBRICK	435.0	97.10	3.0	0.70	10.0	2.20	18.00	73.00	6.50	27.00
82	HAMBRICK	459.0	96.80	7.0	1.50	8.0	1.70	18.00	73.00	6.50	27.00
83	HAMBRICK	444.0	93.10	19.0	4.00	14.0	2.90	18.50	74.00	6.50	26.00
84	HAMBRICK	410.0	89.90	32.0	7.00	14.0	3.10	18.00	75.00	6.00	25.00
85	HAMBRICK	363.0	79.80	71.0	15.60	21.0	4.60	17.75	74.70	6.00	25.30
86	HAMBRICK	386.0	65.40	178.0	30.20	26.0	4.40	24.00	77.40	7.00	22.60

PAGE: 41

ELEMENTARY SCHOOLS, ALL YEARS - HAWTHORNE

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	HAWTHORNE	732.0	99.86	0.0	0.00	1.0	0.14	26.00	93.00	2.00	7.00
70	HAWTHORNE	711.0	99.30	0.0	0.00	5.0	0.70	26.00	96.30	1.00	3.70
71	HAWTHORNE	651.0	99.20	0.0	0.00	5.0	0.80	28.00	97.00	1.00	3.00
72	HAWTHORNE	588.0	99.30	1.0	0.20	3.0	0.50	27.00	96.00	1.00	4.00
73	HAWTHORNE	536.0	99.80	0.0	0.00	1.0	0.20	24.00	96.00	1.00	4.00
74	HAWTHORNE	515.0	99.20	1.0	0.20	3.0	0.60	26.00	96.00	1.00	4.00
75	HAWTHORNE	447.0	99.10	1.0	0.20	3.0	0.70	25.00	93.00	2.00	7.00
76	HAWTHORNE	415.0	97.90	3.0	0.70	6.0	1.50	18.50	86.00	3.00	14.00
77	HAWTHORNE	394.0	97.30	3.0	0.70	8.0	1.90	20.00	87.00	3.00	13.00
78	HAWTHORNE	480.0	95.80	7.0	1.40	14.0	2.80	22.00	81.00	5.00	19.00
79	HAWTHORNE	417.0	93.90	5.0	1.10	22.0	5.00	21.00	81.00	5.00	19.00
80	HAWTHORNE	371.0	87.50	15.0	3.50	38.0	9.00	21.00	81.00	5.00	19.00
81	HAWTHORNE	318.0	89.80	12.0	3.40	24.0	6.80	16.25	77.00	5.00	23.00
82	HAWTHORNE	328.0	86.50	15.0	4.00	36.0	9.50	16.00	76.00	5.00	24.00
83	HAWTHORNE	252.0	82.40	20.0	6.60	32.0	10.60	14.25	72.00	5.50	28.00
84	HAWTHORNE	224.0	79.40	25.0	8.90	33.0	11.70	13.75	73.30	5.00	26.70
85	HAWTHORNE	221.0	81.30	25.0	9.20	26.0	9.50	13.50	73.00	5.00	27.00
86	HAWTHORNE	204.0	68.90	62.0	20.90	30.0	10.10	14.50	76.50	4.50	23.70

PAGE: 42

ELEMENTARY SCHOOLS, ALL YEARS - HENDERSON MILL

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	HENDERSON MILL	651.0	100.00	0.0	0.00	0.0	0.00	29.00	97.00	1.00	3.00
70	HENDERSON MILL	687.0	99.90	0.0	0.00	1.0	0.10	28.00	96.60	1.00	3.40
71	HENDERSON MILL	669.0	99.90	0.0	0.00	1.0	0.10	31.00	97.00	1.00	3.00
72	HENDERSON MILL	580.0	99.70	0.0	0.00	2.0	0.30	26.00	96.00	1.00	4.00
73	HENDERSON MILL	551.0	99.30	0.0	0.00	4.0	0.70	23.00	92.00	2.00	8.00
74	HENDERSON MILL	505.0	99.40	0.0	0.00	3.0	0.60	28.00	97.00	1.00	3.00
75	HENDERSON MILL	477.0	98.80	0.0	0.00	6.0	1.20	27.00	93.00	2.00	7.00
76	HENDERSON MILL	483.0	99.20	0.0	0.00	4.0	0.80	29.00	91.00	3.00	9.00
77	HENDERSON MILL	435.0	99.30	0.0	0.00	3.0	0.70	26.00	90.00	3.00	10.00
78	HENDERSON MILL	398.0	99.30	0.0	0.00	3.0	0.70	24.00	86.00	4.00	14.00
79	HENDERSON MILL	356.0	98.10	2.0	0.60	5.0	1.40	22.50	85.00	4.00	15.00
80	HENDERSON MILL	332.0	94.90	9.0	2.60	9.0	2.60	15.50	79.00	4.00	21.00
81	HENDERSON MILL	304.0	93.20	13.0	4.00	9.0	2.80	15.50	78.00	4.50	22.00
82	HENDERSON MILL	291.0	87.90	31.0	9.40	9.0	2.70	16.00	78.00	4.50	22.00
83	HENDERSON MILL	308.0	79.00	60.0	15.40	22.0	5.70	17.25	76.00	5.50	24.00
84	HENDERSON MILL	296.0	75.40	71.0	18.00	26.0	6.60	17.00	75.50	5.50	24.50
85	HENDERSON MILL	297.0	74.80	80.0	20.20	20.0	5.00	17.25	72.60	6.50	27.40
86	HENDERSON MILL	297.0	65.30	125.0	27.50	33.0	7.30	18.50	77.10	5.50	22.90

PAGE: 43

ELEMENTARY SCHOOLS, ALL YEARS - HERITAGE

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	HERITAGE	513.0	100.00	0.0	0.00	0.0	0.00	20.00	95.00	1.00	5.00
70	HERITAGE	441.0	100.00	0.0	0.00	0.0	0.00	19.00	95.00	1.00	5.00
71	HERITAGE	432.0	100.00	0.0	0.00	0.0	0.00	19.00	95.00	1.00	5.00
72	HERITAGE	378.0	100.00	0.0	0.00	0.0	0.00	18.00	95.00	1.00	5.00
73	HERITAGE	328.0	99.70	0.0	0.00	1.0	0.30	15.00	88.00	2.00	12.00
74	HERITAGE	359.0	99.40	0.0	0.00	2.0	0.60	18.00	95.00	1.00	5.00
75	HERITAGE	318.0	99.40	0.0	0.00	2.0	0.60	18.00	86.00	3.00	14.00
76	HERITAGE	312.0	96.00	2.0	0.60	11.0	3.30	14.50	78.00	4.00	22.00
77	HERITAGE	287.0	93.80	18.0	5.90	1.0	0.30	16.00	84.00	3.00	16.00

PAGE: 44

ELEMENTARY SCHOOLS, ALL YEARS - HIGHTOWER

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	HIGHTOWER	731.0	98.90	8.0	1.10	0.0	0.00	29.00	100.00	0.00	0.00
70	HIGHTOWER	903.0	99.00	9.0	1.00	0.0	0.00	33.00	97.10	1.00	2.90
71	HIGHTOWER	804.0	97.70	17.0	2.10	2.0	0.20	31.00	94.00	2.00	6.00
72	HIGHTOWER	884.0	97.70	18.0	2.00	3.0	0.30	35.00	95.00	2.00	5.00
73	HIGHTOWER	607.0	96.00	20.0	3.20	5.0	0.80	27.00	93.00	2.00	7.00
74	HIGHTOWER	741.0	95.70	23.0	3.00	10.0	1.30	33.00	94.00	2.00	6.00
75	HIGHTOWER	705.0	95.90	17.0	2.30	13.0	1.70	32.00	91.00	3.00	9.00
76	HIGHTOWER	689.0	94.90	22.0	3.00	15.0	2.00	31.00	89.00	4.00	11.00
77	HIGHTOWER	646.0	94.30	20.0	2.90	19.0	2.70	28.00	85.00	5.00	15.00
78	HIGHTOWER	663.0	91.70	42.0	5.80	18.0	2.50	29.00	83.00	6.00	17.00
79	HIGHTOWER	626.0	90.60	44.0	6.40	21.0	3.10	28.50	83.00	6.00	17.00
80	HIGHTOWER	585.0	87.70	62.0	9.30	20.0	2.90	28.50	83.00	6.00	17.00
81	HIGHTOWER	533.0	85.10	57.0	9.10	36.0	5.80	26.00	81.00	6.00	19.00
82	HIGHTOWER	462.0	83.20	62.0	11.20	31.0	14.60	22.00	79.00	6.00	21.00
83	HIGHTOWER	299.0	84.00	43.0	12.10	14.0	3.90	15.25	75.00	5.00	25.00
84	HIGHTOWER	233.0	78.70	49.0	16.60	14.0	4.70	15.00	78.90	4.00	21.10
85	HIGHTOWER	237.0	74.50	58.0	18.20	23.0	7.20	16.50	84.60	3.00	15.40
86	HIGHTOWER	208.0	59.90	106.0	30.50	33.0	9.50	18.00	85.70	3.00	14.30

PAGE: 45

ELEMENTARY SCHOOLS, ALL YEARS - HOOPER ALEXANDER

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	HOOPER ALEXANDER	408.0	71.80	160.0	28.20	0.0	0.00	21.00	78.00	6.00	22.00
70	HOOPER ALEXANDER	373.0	62.70	219.0	36.80	3.0	0.50	24.00	82.80	5.00	17.20
71	HOOPER ALEXANDER	298.0	52.00	272.0	47.50	3.0	0.50	20.00	71.00	8.00	29.00
72	HOOPER ALEXANDER	218.0	36.20	383.0	63.60	1.0	0.20	22.00	71.00	9.00	29.00
73	HOOPER ALEXANDER	175.0	28.90	429.0	70.90	1.0	0.20	21.00	70.00	9.00	30.00
74	HOOPER ALEXANDER	123.0	22.30	427.0	77.50	1.0	0.20	20.00	63.00	12.00	37.00
75	HOOPER ALEXANDER	105.0	20.30	412.0	79.50	1.0	0.20	18.00	62.00	11.00	38.00
76	HOOPER ALEXANDER	94.0	17.50	441.0	82.30	1.0	0.20	18.00	64.00	10.00	36.00
77	HOOPER ALEXANDER	62.0	13.60	393.0	86.20	1.0	0.20	20.00	71.00	8.00	29.00
78	HOOPER ALEXANDER	76.0	14.70	438.0	84.70	3.0	0.60	21.00	75.00	7.00	25.00
79	HOOPER ALEXANDER	67.0	14.30	396.0	84.40	6.0	1.30	19.00	73.00	7.00	27.00
80	HOOPER ALEXANDER	56.0	12.10	402.0	86.60	6.0	1.30	20.00	74.00	7.00	26.00
81	HOOPER ALEXANDER	45.0	9.90	397.0	87.30	13.0	2.80	17.00	69.00	7.50	31.00
82	HOOPER ALEXANDER	39.0	8.90	385.0	88.10	13.0	3.00	17.00	69.00	7.50	31.00
83	HOOPER ALEXANDER	25.0	5.80	386.0	89.60	20.0	4.60	16.50	71.00	6.75	29.00
84	HOOPER ALEXANDER	29.0	6.70	399.0	91.50	8.0	1.80	18.75	70.10	8.00	29.90
85	HOOPER ALEXANDER	25.0	4.60	480.0	91.40	20.0	3.80	19.75	68.70	9.00	31.30
86	HOOPER ALEXANDER	20.0	4.30	440.0	94.00	8.0	1.70	18.00	64.30	10.00	35.70

PAGE: 46

ELEMENTARY SCHOOLS, ALL YEARS - HUNTLEY HILLS

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	HUNTLEY HILLS	821.0	90.90	73.0	8.10	9.0	1.00	34.00	97.00	1.00	3.00
70	HUNTLEY HILLS	720.0	91.00	67.0	8.50	4.0	0.50	30.00	96.80	1.00	3.20
71	HUNTLEY HILLS	584.0	91.70	50.0	7.80	3.0	0.50	27.00	96.00	1.00	4.00
72	HUNTLEY HILLS	745.0	93.40	46.0	5.80	7.0	0.90	33.00	97.00	1.00	3.00
73	HUNTLEY HILLS	577.0	93.70	37.0	6.00	2.0	0.30	26.00	93.00	2.00	7.00
74	HUNTLEY HILLS	518.0	93.30	36.0	6.50	1.0	0.20	31.00	97.00	1.00	3.00
75	HUNTLEY HILLS	573.0	91.80	46.0	7.40	5.0	0.80	32.00	94.00	2.00	6.00
76	HUNTLEY HILLS	563.0	92.50	38.0	6.30	7.0	1.20	25.00	89.00	3.00	11.00
77	HUNTLEY HILLS	465.0	92.40	30.0	6.00	8.0	1.60	23.00	85.00	4.00	15.00
78	HUNTLEY HILLS	434.0	90.80	37.0	7.70	7.0	1.40	20.00	83.00	4.00	17.00
79	HUNTLEY HILLS	394.0	90.80	28.0	6.40	12.0	2.80	20.50	84.00	4.00	16.00
80	HUNTLEY HILLS	380.0	85.60	40.0	9.00	24.0	5.40	20.50	80.00	5.00	20.00
81	HUNTLEY HILLS	302.0	82.50	47.0	12.80	17.0	4.70	16.25	76.00	5.00	24.00
82	HUNTLEY HILLS	257.0	77.90	57.0	17.30	16.0	4.80	14.37	74.00	5.00	26.00
83	HUNTLEY HILLS	245.0	78.30	51.0	16.30	17.0	5.40	15.00	75.00	5.00	25.00
84	HUNTLEY HILLS	218.0	75.70	50.0	17.40	20.0	6.90	13.75	75.30	4.50	24.70
85	HUNTLEY HILLS	242.0	77.30	52.0	16.60	19.0	6.10	14.50	72.50	5.50	27.50
86	HUNTLEY HILLS	214.0	71.60	62.0	20.70	23.0	7.70	14.00	70.00	6.00	30.00

ELEMENTARY SCHOOLS, ALL YEARS - IDLEWOOD

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	IDLEWOOD	670.0	95.00	28.0	4.00	6.0	1.00	26.00	84.00	5.00	16.00
70	IDLEWOOD	746.0	96.90	14.0	1.80	10.0	1.30	30.00	88.20	4.00	11.80
71	IDLEWOOD	730.0	96.70	19.0	2.50	6.0	0.80	30.00	94.00	2.00	6.00
72	IDLEWOOD	708.0	97.10	15.0	2.10	6.0	0.80	30.00	94.00	2.00	6.00
73	IDLEWOOD	744.0	97.10	19.0	2.50	3.0	0.40	30.00	94.00	2.00	6.00
74	IDLEWOOD	751.0	97.20	18.0	2.30	4.0	0.50	31.00	94.00	2.00	6.00
75	IDLEWOOD	734.0	96.70	17.0	2.20	8.0	1.00	31.00	94.00	2.00	6.00
76	IDLEWOOD	700.0	96.80	18.0	2.50	5.0	0.60	31.00	91.00	3.00	9.00
77	IDLEWOOD	659.0	96.60	18.0	2.60	5.0	0.70	28.00	88.00	4.00	12.00
78	IDLEWOOD	645.0	94.20	30.0	4.40	10.0	1.40	27.00	82.00	6.00	18.00
79	IDLEWOOD	599.0	91.00	36.0	5.50	23.0	3.60	26.50	82.00	6.00	18.00
80	IDLEWOOD	551.0	90.90	35.0	5.80	20.0	3.30	26.50	82.00	6.00	18.00
81	IDLEWOOD	467.0	91.60	20.0	3.90	23.0	4.50	21.00	80.00	5.25	20.00
82	IDLEWOOD	399.0	89.70	33.0	7.40	13.0	2.90	19.00	79.00	5.00	21.00
83	IDLEWOOD	372.0	85.90	42.0	9.70	19.0	4.50	18.00	75.00	6.00	25.00
84	IDLEWOOD	352.0	83.60	43.0	10.20	26.0	6.20	18.50	75.50	6.00	24.50
85	IDLEWOOD	332.0	78.80	63.0	15.00	26.0	6.20	19.50	76.50	6.00	23.50
86	IDLEWOOD	348.0	79.80	80.0	19.60	31.0	6.60	19.00	76.00	6.00	24.00

ELEMENTARY SCHOOLS, ALL YEARS - INDIAN CREEK

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	INDIAN CREEK	611.0	78.50	166.0	21.30	1.0	0.10	28.00	88.00	4.00	12.00
70	INDIAN CREEK	657.0	80.30	160.0	19.60	1.0	0.10	30.00	88.20	4.00	11.80
71	INDIAN CREEK	763.0	85.80	126.0	14.20	0.0	0.00	33.00	89.00	4.00	11.00
72	INDIAN CREEK	684.0	88.00	91.0	11.70	2.0	0.30	29.00	83.00	6.00	17.00
73	INDIAN CREEK	778.0	89.40	87.0	9.90	6.0	0.70	30.00	83.00	6.00	17.00
74	INDIAN CREEK	602.0	84.40	106.0	14.90	5.0	0.70	30.00	91.00	3.00	9.00
75	INDIAN CREEK	585.0	82.50	111.0	15.70	13.0	1.80	31.00	94.00	3.00	6.00
76	INDIAN CREEK	626.0	83.40	115.0	15.30	10.0	1.20	31.00	89.00	4.00	11.00
77	INDIAN CREEK	586.0	82.00	112.0	15.70	17.0	2.40	29.00	85.00	5.00	15.00
78	INDIAN CREEK	619.0	82.90	122.0	16.40	15.0	0.70	30.00	81.00	7.00	19.00
79	INDIAN CREEK	528.0	74.80	156.0	22.10	22.0	3.00	29.50	81.00	7.00	19.00
80	INDIAN CREEK	487.0	68.70	189.0	26.70	33.0	4.70	28.50	78.00	8.00	22.00
81	INDIAN CREEK	394.0	62.20	198.0	31.30	41.0	6.50	24.25	76.00	7.75	24.00
82	INDIAN CREEK	350.0	57.00	203.0	33.00	61.0	10.00	24.50	75.00	8.00	25.00
83	INDIAN CREEK	341.0	52.10	236.0	36.10	77.0	11.80	24.25	75.00	8.00	25.00
84	INDIAN CREEK	295.0	44.00	284.0	42.30	92.0	13.70	23.75	72.50	9.00	27.50
85	INDIAN CREEK	225.0	35.00	321.0	49.90	97.0	15.10	24.25	70.80	10.00	29.20
86	INDIAN CREEK	168.0	26.40	362.0	56.90	106.0	16.70	22.00	71.00	9.00	29.00

ELEMENTARY SCHOOLS, ALL YEARS - JIM CHERRY

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	JIM CHERRY	311.0	78.80	124.0	28.20	4.0	0.90	24.00	96.00	1.00	4.00
70	JIM CHERRY	293.0	68.90	126.0	29.60	6.0	1.40	23.00	88.50	3.00	11.50
71	JIM CHERRY	278.0	68.80	117.0	29.00	9.0	2.10	20.00	91.00	2.00	9.00
72	JIM CHERRY	210.0	59.70	128.0	36.40	14.0	4.00	14.00	77.80	4.00	22.20
73	JIM CHERRY	185.0	59.30	116.0	37.50	8.0	2.60	12.00	75.00	4.00	25.00
74	JIM CHERRY	163.0	56.00	121.0	41.60	7.0	2.40	17.00	85.00	3.00	15.00

ELEMENTARY SCHOOLS, ALL YEARS - JOLLY

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	JOLLY	921.0	100.00	0.0	0.00	0.0	0.00	32.00	91.00	3.00	9.00
70	JOLLY	1,030.0	100.00	0.0	0.00	0.0	0.00	33.00	91.70	3.00	8.30
71	JOLLY	812.0	99.90	1.0	0.10	0.0	0.00	32.00	97.00	1.00	3.00
72	JOLLY	872.0	99.90	1.0	0.10	0.0	0.00	35.00	97.00	1.00	3.00
73	JOLLY	912.0	100.00	0.0	0.00	0.0	0.00	33.00	92.00	3.00	8.00
74	JOLLY	851.0	99.20	0.0	0.00	7.0	0.80	36.00	97.00	1.00	3.00
75	JOLLY	759.0	99.00	3.0	0.40	5.0	0.70	33.00	94.00	2.00	6.00
76	JOLLY	679.0	97.60	8.0	1.10	9.0	1.30	30.00	91.00	3.00	9.00
77	JOLLY	616.0	97.20	6.0	0.90	12.0	1.80	26.00	87.00	4.00	13.00
78	JOLLY	613.0	92.90	28.0	4.20	19.0	3.00	26.00	84.00	5.00	16.00
79	JOLLY	564.0	95.30	14.0	2.40	14.0	2.40	24.50	80.00	6.00	20.00
80	JOLLY	486.0	90.50	26.0	4.80	25.0	4.60	23.50	80.00	6.00	20.00
81	JOLLY	521.0	90.40	35.0	6.10	20.0	3.50	21.00	76.00	6.50	24.00
82	JOLLY	416.0	88.30	37.0	7.90	18.0	3.80	19.00	75.00	6.50	25.00
83	JOLLY	362.0	86.60	41.0	9.80	15.0	3.70	17.75	75.00	6.00	25.00
84	JOLLY	351.0	86.00	48.0	11.80	9.0	2.30	17.00	73.90	6.00	26.10
85	JOLLY	344.0	82.30	60.0	14.40	14.0	3.30	17.50	76.10	5.50	23.90
86	JOLLY	322.0	61.30	180.0	34.30	23.0	6.40	20.50	78.80	5.50	21.20

ELEMENTARY SCHOOLS, ALL YEARS - KELLY LAKE

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	KELLY LAKE	657.0	98.35	9.0	1.35	2.0	0.30	24.00	92.00	2.00	8.00
70	KELLY LAKE	711.0	98.30	10.0	1.40	2.0	0.30	27.00	93.10	2.00	6.90
71	KELLY LAKE	538.0	92.40	43.0	7.40	1.0	0.20	24.00	89.00	3.00	11.00
72	KELLY LAKE	345.0	62.70	202.0	36.70	3.0	0.50	25.00	89.00	3.00	11.00
73	KELLY LAKE	248.0	41.50	345.0	57.70	5.0	0.80	26.00	90.00	3.00	10.00
74	KELLY LAKE	150.0	24.00	471.0	75.50	3.0	0.50	26.00	76.00	8.00	24.00
75	KELLY LAKE	66.0	10.50	557.0	88.60	6.0	1.00	22.00	71.00	9.00	29.00
76	KELLY LAKE	24.0	3.40	686.0	96.20	3.0	0.40	25.00	74.00	9.00	26.00
77	KELLY LAKE	3.0	0.40	780.0	99.50	1.0	0.10	30.00	77.00	9.00	23.00
78	KELLY LAKE	9.0	1.00	703.0	98.70	2.0	0.30	29.00	81.00	7.00	19.00
79	KELLY LAKE	5.0	0.70	674.0	99.10	1.0	0.10	27.00	79.00	7.00	21.00
80	KELLY LAKE	4.0	0.60	643.0	99.10	2.0	0.30	28.00	80.00	7.00	20.00
81	KELLY LAKE	6.0	1.10	552.0	98.70	1.0	0.20	22.00	75.00	7.50	25.00
82	KELLY LAKE	4.0	0.70	567.0	99.00	2.0	0.30	23.00	78.00	6.50	22.00
83	KELLY LAKE	4.0	0.80	511.0	98.60	3.0	0.60	19.00	71.00	7.75	29.00
84	KELLY LAKE	5.0	1.10	463.0	98.70	1.0	0.20	17.25	66.30	8.75	33.70
85	KELLY LAKE	7.0	1.50	472.0	98.10	2.0	0.40	19.00	66.70	9.50	33.30
86	KELLY LAKE	1.0	0.20	419.0	98.80	4.0	0.90	17.50	66.00	9.00	34.00

ELEMENTARY SCHOOLS, ALL YEARS - KINGSLEY

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
71	KINGSLEY	698.0	99.90	1.0	0.10	0.0	0.00	28.00	97.00	1.00	3.00
72	KINGSLEY	922.0	100.00	0.0	0.00	0.0	0.00	37.00	97.00	1.00	3.00
73	KINGSLEY	793.0	100.00	0.0	0.00	0.0	0.00	32.00	94.00	2.00	6.00
74	KINGSLEY	831.0	99.90	0.0	0.00	1.0	0.10	35.00	97.00	1.00	3.00
75	KINGSLEY	791.0	99.90	0.0	0.00	1.0	0.10	33.00	94.00	2.00	6.00
76	KINGSLEY	736.0	99.90	0.0	0.00	1.0	0.10	32.00	91.00	3.00	9.00
77	KINGSLEY	709.0	99.40	0.0	0.00	4.0	0.60	29.00	85.00	5.00	15.00
78	KINGSLEY	656.0	99.20	0.0	0.00	5.0	0.80	26.00	84.00	5.00	16.00
79	KINGSLEY	620.0	99.40	0.0	0.00	4.0	0.60	24.50	82.00	5.50	18.00
80	KINGSLEY	588.0	99.30	2.0	0.30	2.0	0.30	24.50	78.00	7.00	22.00
81	KINGSLEY	534.0	98.70	4.0	0.70	3.0	0.60	21.75	78.00	6.00	22.00
82	KINGSLEY	481.0	98.20	5.0	1.00	4.0	0.80	20.00	80.00	5.00	20.00
83	KINGSLEY	432.0	97.10	9.0	2.00	4.0	0.90	19.50	80.00	5.00	20.00
84	KINGSLEY	388.0	96.30	8.0	2.00	7.0	1.70	20.00	83.30	4.00	16.70
85	KINGSLEY	369.0	94.60	11.0	2.80	10.0	2.60	19.00	82.60	4.00	17.40
86	KINGSLEY	354.0	92.20	11.0	2.90	19.0	4.90	20.00	83.30	4.00	16.70

ELEMENTARY SCHOOLS, ALL YEARS - KITTREDGE

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	KITTREDGE	613.0	97.60	1.0	0.20	14.0	2.30	24.00	96.00	1.00	4.00
70	KITTREDGE	592.0	97.90	1.0	0.20	12.0	2.00	23.00	95.80	1.00	4.20
71	KITTREDGE	550.0	97.90	0.0	0.00	12.0	2.10	22.00	96.00	1.00	4.00
72	KITTREDGE	449.0	97.00	2.0	0.40	12.0	2.50	21.00	95.00	1.00	5.00
73	KITTREDGE	402.0	95.50	0.0	0.00	19.0	4.50	19.00	95.00	1.00	5.00
74	KITTREDGE	365.0	93.10	1.0	0.30	26.0	6.70	18.00	95.00	1.00	5.00

ELEMENTARY SCHOOLS, ALL YEARS - KNOLLWOOD

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	KNOLLWOOD	786.0	99.60	1.0	0.10	2.0	0.30	29.00	94.00	2.00	6.00
70	KNOLLWOOD	680.0	99.70	1.0	0.10	1.0	0.10	28.00	93.30	2.00	6.70
71	KNOLLWOOD	632.0	98.90	5.0	0.80	2.0	0.30	25.00	96.00	1.00	4.00
72	KNOLLWOOD	521.0	90.30	49.0	8.50	7.0	1.20	24.00	92.00	2.00	8.00
73	KNOLLWOOD	433.0	74.50	142.0	24.40	6.0	1.00	21.00	84.00	4.00	16.00
74	KNOLLWOOD	368.0	60.70	231.0	38.10	7.0	1.20	29.00	97.00	1.00	3.00
75	KNOLLWOOD	277.0	50.50	267.0	48.70	4.0	0.70	25.00	93.00	2.00	7.00
76	KNOLLWOOD	235.0	41.90	322.0	57.40	4.0	0.70	21.00	81.00	5.00	19.00
77	KNOLLWOOD	161.0	29.10	385.0	69.60	7.0	1.30	22.00	79.00	6.00	21.00
78	KNOLLWOOD	90.0	15.90	463.0	81.90	12.0	2.10	22.00	79.00	6.00	21.00
79	KNOLLWOOD	74.0	12.90	493.0	85.70	8.0	1.40	22.00	77.00	6.50	23.00
80	KNOLLWOOD	55.0	8.50	577.0	89.00	16.0	2.50	25.50	78.00	7.00	22.00
81	KNOLLWOOD	56.0	9.30	536.0	88.90	11.0	1.80	23.38	76.00	7.37	24.00
82	KNOLLWOOD	49.0	8.00	547.0	89.90	13.0	2.10	20.75	67.00	10.00	33.00
83	KNOLLWOOD	46.0	7.30	574.0	91.30	9.0	1.40	21.00	68.00	.75	32.00
84	KNOLLWOOD	37.0	6.60	512.9	1.60	10.0	1.80	19.75	67.50	9.50	32.50
85	KNOLLWOOD	32.0	5.50	550.0	93.80	4.0	0.70	21.50	71.70	8.50	28.30
86	KNOLLWOOD	26.0	4.50	560.0	94.10	8.0	1.40	21.00	70.00	9.00	30.00

PAGE: 5

ELEMENTARY SCHOOLS, ALL YEARS - L J STEELE

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	L J STEELE	532.0	86.50	80.0	13.00	3.0	0.50	24.00	96.00	1.00	4.00
70	L J STEELE	314.0	42.70	418.0	56.90	3.0	0.40	28.00	90.30	3.00	9.70
71	L J STEELE	104.0	15.20	581.0	84.80	0.0	0.00	29.00	91.00	3.00	9.00
72	L J STEELE	29.0	3.70	751.0	96.20	1.0	0.10	30.00	83.00	6.00	17.00
73	L J STEELE	12.0	1.52	774.0	98.35	1.0	0.13	28.00	8[illegible].00	6.00	18.00
74	L J STEELE	10.0	1.30	770.0	98.70	0.0	0.00	17.00	46.00	20.00	54.00
75	L J STEELE	9.0	1.30	692.0	98.70	0.0	0.00	17.00	53.00	15.00	47.00
76	L J STEELE	8.0	1.10	709.0	98.90	0.0	0.00	19.00	58.00	14.00	42.00
77	L J STEELE	7.0	1.00	670.0	99.00	0.0	0.00	23.00	70.00	10.00	30.00
78	L J STEELE	11.0	1.60	662.0	98.20	1.0	0.10	24.00	75.00	8.00	25.00
79	L J STEELE	11.0	1.70	637.0	98.20	1.0	0.20	25.00	78.00	7.00	22.00
80	L J STEELE	3.0	0.50	546.0	99.30	1.0	0.20	23.00	77.00	7.00	23.00
81	L J STEELE	5.0	0.90	540.0	99.10	0.0	0.00	20.00	69.00	9.00	31.00
82	L J STEELE	6.0	1.10	521.0	98.90	0.0	0.00	20.00	68.00	9.25	32.00
83	L J STEELE	4.0	0.80	511.0	99.20	0.0	0.00	18.00	64.00	10.00	36.00
84	L J STEELE	5.0	1.00	503.0	99.00	0.0	0.00	18.00	64.30	10.00	35.70
85	L J STEELE	4.0	0.80	509.0	99.20	0.0	0.00	20.00	66.70	10.00	33.30
86	L J STEELE	2.0	0.30	695.0	99.70	0.0	0.00	19.00	67.90	9.00	32.10

PAGE: 58

ELEMENTARY SCHOOLS, ALL YEARS - LAUREL RIDGE

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	LAUREL RIDGE	811.0	99.40	0.0	0.00	5.0	0.60	29.00	94.00	2.00	6.00
70	LAUREL RIDGE	778.0	99.20	0.0	0.00	6.0	0.80	31.00	93.90	2.00	6.10
71	LAUREL RIDGE	687.0	99.00	0.0	0.00	7.0	1.00	28.00	88.00	4.00	12.00
72	LAUREL RIDGE	620.0	98.40	0.0	0.00	10.0	1.70	27.00	93.00	2.00	7.00
73	LAUREL RIDGE	568.0	98.30	0.0	0.00	10.0	1.80	25.00	93.00	2.00	7.00
74	LAUREL RIDGE	518.0	99.20	0.0	0.00	4.0	0.80	26.00	93.00	2.00	7.00
75	LAUREL RIDGE	467.0	97.90	4.0	0.80	6.0	1.30	27.00	93.00	2.00	7.00
76	LAUREL RIDGE	481.0	97.80	3.0	0.60	8.0	1.60	25.00	89.00	3.00	11.00
77	LAUREL RIDGE	419.0	96.50	2.0	0.50	13.0	3.00	26.00	87.00	4.00	13.00
78	LAUREL RIDGE	385.0	93.70	5.0	1.20	21.0	5.00	27.00	87.00	4.00	13.00
79	LAUREL RIDGE	372.0	95.10	5.0	1.30	14.0	3.60	27.00	84.00	5.00	16.00
80	LAUREL RIDGE	342.0	93.70	6.0	1.60	17.0	4.70	16.50	80.00	4.00	20.00
81	LAUREL RIDGE	312.0	91.20	11.0	3.20	19.0	5.60	16.00	76.00	5.00	24.00
82	LAUREL RIDGE	289.0	92.60	5.0	1.60	18.0	5.80	15.00	75.00	5.00	25.00
83	LAUREL RIDGE	412.0	91.80	5.0	1.10	32.0	7.10	18.00	75.00	6.00	25.00
84	LAUREL RIDGE	368.0	92.50	7.0	1.80	23.0	5.70	18.00	76.60	5.50	23.40
85	LAUREL RIDGE	352.0	89.60	17.0	4.30	24.0	6.10	17.25	79.30	4.50	20.70
86	LAUREL RIDGE	337.0	82.60	39.0	9.60	32.0	7.80	18.00	83.70	3.50	16.30

PAGE: 60

ELEMENTARY SCHOOLS, ALL YEARS - LIVSEY

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
71	LIVSEY	585.0	100.00	0.0	0.00	0.0	0.00	24.00	96.00	1.00	4.00
72	LIVSEY	503.0	100.00	0.0	0.00	0.0	0.00	24.00	96.00	1.00	4.00
73	LIVSEY	496.0	100.00	0.0	0.00	0.0	0.00	23.00	96.00	1.00	4.00
74	LIVSEY	494.0	100.00	0.0	0.00	0.0	0.00	22.00	92.00	2.00	8.00
75	LIVSEY	488.0	100.00	0.0	0.00	0.0	0.00	21.00	88.00	3.00	12.00
76	LIVSEY	453.0	99.60	0.0	0.00	2.0	0.40	18.00	82.00	4.00	18.00
77	LIVSEY	428.0	100.00	0.0	0.00	0.0	0.00	18.00	86.00	3.00	14.00
78	LIVSEY	408.0	99.00	1.0	0.20	3.0	0.70	18.00	82.00	4.00	18.00
79	LIVSEY	380.0	98.70	0.0	0.00	5.0	1.30	17.50	81.00	4.00	19.00
80	LIVSEY	372.0	98.20	0.0	0.00	7.0	1.90	18.00	82.00	4.00	18.00
81	LIVSEY	332.0	97.60	0.0	0.00	8.0	2.40	15.50	76.00	5.00	24.00
82	LIVSEY	291.0	95.70	0.0	0.00	13.0	4.30	14.00	74.00	5.00	26.00
83	LIVSEY	351.0	95.40	6.0	1.60	11.0	3.00	16.50	77.00	5.00	23.00
84	LIVSEY	308.0	93.10	4.0	1.20	19.0	5.70	15.25	75.30	5.00	24.70
85	LIVSEY	288.0	95.00	3.0	1.00	12.0	4.00	15.00	76.90	4.50	23.10
86	LIVSEY	289.0	94.40	7.0	2.30	10.0	3.30	16.00	78.10	4.50	21.90

PAGE: 61

ELEMENTARY SCHOOLS, ALL YEARS - MAINSTREET

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
80	MAINSTREET	452.0	95.80	12.0	2.50	8.0	1.60	20.50	77.00	6.00	23.00
81	MAINSTREET	505.0	88.90	44.0	7.70	19.0	3.30	22.00	79.00	6.00	21.00
82	MAINSTREET	601.0	89.00	55.0	8.10	19.0	2.90	24.75	76.00	8.00	24.00
83	MAINSTREET	621.0	86.10	73.0	10.10	27.0	3.80	27.75	78.00	8.00	22.00
84	MAINSTREET	662.0	81.20	111.0	13.60	42.5	5.20	28.75	74.20	10.00	25.80
85	MAINSTREET	662.0	76.40	152.0	17.50	53.0	6.10	30.00	73.20	11.00	26.80
86	MAINSTREET	687.0	73.20	206.0	21.90	46.0	4.90	31.00	70.50	13.00	29.50

PAGE: 1

ELEMENTARY SCHOOLS, ALL YEARS - MARGARET HARRIS

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	MARGARET HARRIS	211.0	100.00	0.0	0.00	0.0	0.00	16.00	100.00	0.00	0.00
70	MARGARET HARRIS	263.0	100.00	0.0	0.00	0.0	0.00	16.00	94.00	1.00	6.00
71	MARGARET HARRIS	245.0	100.00	0.0	0.00	0.0	0.00	15.00	88.00	2.00	12.00
72	MARGARET HARRIS	334.0	98.80	4.0	1.20	0.0	0.00	20.00	91.00	2.00	9.00
73	MARGARET HARRIS	296.0	98.70	3.0	1.00	1.0	0.30	19.00	90.00	2.00	10.00
74	MARGARET HARRIS	268.0	97.80	3.0	1.10	3.0	1.10	17.00	89.00	2.00	11.00

PAGE: 2

ELEMENTARY SCHOOLS, ALL YEARS - McCLENDON

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	McCLENDON	514.0	86.20	82.0	13.80	0.0	0.00	25.00	86.00	4.00	14.00
70	McCLENDON	504.0	77.50	146.0	22.50	0.0	0.00	32.00	88.90	4.00	11.10
71	McCLENDON	487.0	78.20	136.0	21.80	0.0	0.00	30.00	88.00	4.00	12.00
72	McCLENDON	596.0	83.00	120.0	16.70	2.0	0.30	31.00	89.00	4.00	11.00
73	McCLENDON	589.0	84.10	107.0	15.30	4.0	0.60	31.00	89.00	4.00	11.00
74	McCLENDON	763.0	91.00	65.0	7.80	10.0	1.20	37.00	90.00	4.00	10.00
75	McCLENDON	686.0	90.90	60.0	7.90	9.0	1.20	36.00	90.00	4.00	10.00
76	McCLENDON	716.0	91.10	59.0	7.50	11.0	1.50	33.00	89.00	4.00	11.00
77	McCLENDON	692.0	89.20	72.0	9.30	12.0	1.50	33.00	87.00	5.00	13.00
78	McCLENDON	718.0	86.80	91.0	11.00	18.0	2.20	31.00	82.00	7.00	18.00
79	McCLENDON	643.0	83.70	109.0	14.20	16.0	2.10	31.00	82.00	7.00	18.00
80	McCLENDON	624.0	79.20	125.0	15.90	39.0	5.00	31.50	80.00	8.00	20.00
81	McCLENDON	528.0	76.60	123.0	17.90	38.0	5.50	27.25	78.00	7.50	22.00
82	McCLENDON	515.0	77.60	114.0	17.20	35.0	5.20	24.25	75.00	8.00	25.00
83	McCLENDON	435.0	75.00	115.0	19.80	30.0	5.20	23.25	78.00	6.50	22.00
84	McCLENDON	406.0	71.00	142.0	24.80	24.0	4.20	24.00	78.70	6.50	21.30
85	McCLENDON	376.0	65.60	156.0	27.20	41.0	7.20	23.50	78.30	6.50	21.70
86	McCLENDON	390.0	61.00	211.0	33.00	38.0	5.90	23.00	74.20	8.00	25.80

ELEMENTARY SCHOOLS, ALL YEARS - MEADOWVIEW

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	MEADOWVIEW	608.0	100.00	0.0	0.00	0.0	0.00	25.00	96.00	1.00	4.00
70	MEADOWVIEW	733.0	100.00	0.0	0.00	0.0	0.00	29.00	93.50	2.00	6.50
71	MEADOWVIEW	642.0	99.40	4.0	0.60	0.0	0.00	27.00	90.00	3.00	10.00
72	MEADOWVIEW	562.0	89.30	64.0	10.20	3.0	0.50	24.00	80.00	6.00	10.00
73	MEADOWVIEW	339.0	58.60	237.0	40.90	3.0	0.50	24.00	80.00	6.00	20.00
74	MEADOWVIEW	195.0	41.50	272.0	57.90	3.0	0.60	22.00	79.00	6.00	21.00
75	MEADOWVIEW	166.0	33.50	327.0	65.90	3.0	0.60	24.00	86.00	4.00	14.00
76	MEADOWVIEW	152.0	26.40	423.0	72.60	0.0	0.00	23.60	74.00	8.00	26.00
77	MEADOWVIEW	126.0	22.70	428.0	77.10	1.0	0.20	23.00	72.00	9.00	28.00
78	MEADOWVIEW	108.0	19.90	434.0	80.10	0.0	0.00	25.00	78.00	7.00	22.00
79	MEADOWVIEW	109.0	20.70	418.0	79.30	0.0	0.00	22.00	73.00	8.00	27.00
80	MEADOWVIEW	93.0	19.30	387.0	80.50	1.0	0.20	24.00	77.00	7.00	23.00
81	MEADOWVIEW	94.0	20.60	361.0	79.00	2.0	0.40	15.50	63.00	9.00	37.00
82	MEADOWVIEW	85.0	19.40	352.0	80.40	1.0	0.20	15.00	62.00	9.25	38.00
83	MEADOWVIEW	74.0	18.30	327.0	80.90	3.0	0.70	14.00	62.00	8.50	38.00
84	MEADOWVIEW	84.0	21.20	312.0	78.60	1.0	0.20	14.25	64.00	8.00	36.00
85	MEADOWVIEW	70.0	18.00	318.0	82.00	0.0	0.00	14.50	63.00	8.50	37.00
86	MEADOWVIEW	69.0	17.10	333.0	82.40	2.0	0.50	15.50	68.90	7.00	31.10

820

ELEMENTARY SCHOOLS, ALL YEARS - MEDLOCK

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	MEDLOCK	630.0	80.90	149.0	19.10	0.0	0.00	30.00	94.00	2.00	6.00
70	MEDLOCK	586.0	85.70	93.0	13.60	5.0	0.70	31.00	96.90	1.00	3.10
71	MEDLOCK	579.0	85.30	94.0	13.80	6.0	0.90	28.00	97.00	1.00	3.00
72	MEDLOCK	475.0	83.30	92.0	16.10	3.0	0.50	26.00	93.00	2.00	7.00
73	MEDLOCK	444.0	81.80	85.0	15.60	14.0	2.60	23.00	92.00	2.00	8.00
74	MEDLOCK	388.0	77.10	97.0	19.30	18.0	3.60	22.00	96.00	1.00	4.00
75	MEDLOCK	364.0	76.30	95.0	19.90	18.0	3.60	21.00	91.00	2.00	9.00
76	MEDLOCK	310.0	76.70	79.0	19.60	15.0	3.60	17.00	85.00	3.00	15.00
77	MEDLOCK	295.0	77.20	71.0	18.60	16.0	4.20	19.00	83.00	4.00	17.00
78	MEDLOCK	292.0	76.40	73.0	19.10	17.0	4.50	20.00	83.00	4.00	17.00
79	MEDLOCK	298.0	73.60	91.0	22.50	16.0	3.90	19.50	80.00	5.00	20.00
80	MEDLOCK	287.0	73.80	84.0	21.60	18.0	4.60	20.00	80.00	5.00	20.00
81	MEDLOCK	262.0	67.90	107.0	27.70	17.0	4.40	15.50	72.00	6.00	28.00
82	MEDLOCK	252.0	67.40	110.0	29.40	12.0	3.20	16.75	77.00	5.00	23.00
83	MEDLOCK	224.0	62.60	121.0	33.80	13.0	3.70	16.25	80.00	4.00	20.00
84	MEDLOCK	213.0	60.00	131.0	36.90	11.0	3.10	14.75	72.80	5.50	27.20
85	MEDLOCK	187.0	59.00	109.0	34.40	21.0	6.60	15.00	75.00	5.00	25.00
86	MEDLOCK	191.0	53.80	140.0	39.40	24.0	6.80	16.00	76.20	5.00	23.80

321

ELEMENTARY SCHOOLS, ALL YEARS - MIDVALE

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	MIDVALE	835.0	100.00	0.0	0.00	0.0	0.00	33.00	94.00	2.00	6.00
70	MIDVALE	873.0	99.90	1.0	0.10	0.0	0.00	33.00	94.30	2.00	5.70
71	MIDVALE	718.0	99.60	3.0	0.40	0.0	0.00	29.00	97.00	1.00	3.00
72	MIDVALE	697.0	100.00	0.0	0.00	0.0	0.00	31.00	97.00	1.00	3.00
73	MIDVALE	675.0	99.90	0.0	0.00	1.0	0.10	31.00	94.00	2.00	6.00
74	MIDVALE	731.0	99.90	0.0	0.00	1.0	0.10	35.00	97.00	1.00	3.00
75	MIDVALE	662.0	99.40	0.0	0.00	4.0	0.60	32.00	94.00	2.00	6.00
76	MIDVALE	627.0	99.40	0.0	0.00	4.0	0.60	29.00	91.00	3.00	9.00
77	MIDVALE	574.0	98.50	0.0	0.00	9.0	1.50	24.00	83.00	5.00	17.00
78	MIDVALE	562.0	98.10	1.0	0.20	10.0	0.90	25.00	83.00	5.00	17.00
79	MIDVALE	501.0	96.50	3.0	0.60	15.0	2.90	22.50	82.00	5.00	18.00
81	MIDVALE	421.0	93.60	1.0	0.20	28.0	6.20	19.50	78.00	5.50	22.00
82	MIDVALE	402.0	91.40	2.0	0.50	36.0	8.20	20.00	83.00	4.00	17.00
83	MIDVALE	393.0	91.20	1.0	0.20	37.0	8.60	18.75	79.00	5.00	21.00
84	MIDVALE	358.0	89.30	1.0	0.20	42.0	10.50	19.25	79.40	5.00	70.60
85	MIDVALE	362.0	85.00	14.0	3.30	50.0	11.70	18.50	78.70	5.00	21.30
86	MIDVALE	367.0	84.40	19.0	4.40	49.0	11.30	18.50	78.70	5.00	21.30

ELEMENTARY SCHOOLS, ALL YEARS - MIDWAY

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	MIDWAY	590.0	99.70	0.0	0.00	2.0	0.30	23.00	96.00	1.00	4.00
70	MIDWAY	617.0	99.20	1.0	0.20	4.0	0.60	24.00	96.00	1.00	4.00
71	MIDWAY	553.0	99.60	1.0	0.20	1.0	0.20	23.00	96.00	1.00	4.00
72	MIDWAY	499.0	98.80	5.0	1.00	1.0	0.20	27.00	93.00	2.00	7.00
73	MIDWAY	449.0	98.50	5.0	1.10	2.0	0.40	24.00	92.00	2.00	8.00
74	MIDWAY	436.0	97.80	9.0	2.00	1.0	0.20	27.00	96.00	1.00	4.00
75	MIDWAY	415.0	97.90	7.0	1.70	2.0	0.40	26.00	93.00	2.00	7.00
76	MIDWAY	412.0	94.50	22.0	5.00	2.0	0.40	20.50	87.00	3.00	13.00
77	MIDWAY	365.0	90.60	36.0	8.90	2.0	0.50	23.00	85.00	4.00	15.00
78	MIDWAY	364.0	84.10	64.0	14.80	5.0	1.20	21.00	78.00	6.00	22.00
79	MIDWAY	349.0	73.50	116.0	24.40	10.0	2.00	23.00	81.00	5.50	19.00
80	MIDWAY	310.0	67.00	136.0	29.40	17.0	3.70	23.00	79.00	6.00	21.00
81	MIDWAY	276.0	60.70	161.0	35.40	18.0	3.90	18.25	75.00	6.00	25.00
82	MIDWAY	261.0	59.50	163.0	37.10	15.0	3.50	17.75	75.00	6.00	25.00
83	MIDWAY	234.0	53.10	191.0	43.30	16.0	3.70	17.25	73.00	6.50	27.00
84	MIDWAY	225.0	50.10	203.0	45.20	21.0	4.70	18.75	75.80	6.00	24.20
85	MIDWAY	184.0	42.70	225.0	52.20	22.0	5.10	18.00	73.50	6.50	26.50
86	MIDWAY	154.0	38.60	215.0	53.90	30.0	7.50	15.00	62.50	9.00	37.50

PAGE: 6

ELEMENTARY SCHOOLS, ALL YEARS - MONTCLAIR

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	MONTCLAIR	502.0	99.20	4.0	0.80	0.0	0.00	19.00	95.00	1.00	5.00
70	MONTCLAIR	454.0	99.60	2.0	0.40	0.0	0.00	21.00	95.50	1.00	4.50
71	MONTCLAIR	420.0	99.50	2.0	0.50	0.0	0.00	18.00	100.00	0.00	0.00
72	MONTCLAIR	396.0	99.20	3.0	0.80	0.0	0.00	22.00	96.00	1.00	4.00
73	MONTCLAIR	416.0	98.10	6.0	1.40	2.0	0.50	20.00	95.00	1.00	5.00
74	MONTCLAIR	401.0	97.80	4.0	1.00	5.0	1.20	23.00	96.00	1.00	4.00
75	MONTCLAIR	315.0	94.60	7.0	2.10	11.0	3.30	19.00	90.00	2.00	10.00
76	MONTCLAIR	322.0	96.40	7.0	2.10	5.0	1.50	16.50	85.00	3.00	15.00
77	MONTCLAIR	325.0	94.20	6.0	1.70	14.0	4.10	17.00	81.00	4.00	19.00
78	MONTCLAIR	306.0	92.20	8.0	2.40	18.0	5.40	16.00	80.00	4.00	20.00
79	MONTCLAIR	256.0	81.80	27.0	8.60	30.0	9.70	18.50	80.00	4.50	20.00
80	MONTCLAIR	209.0	82.90	16.0	6.30	27.0	10.80	15.00	79.00	4.00	21.00
81	MONTCLAIR	211.0	76.70	28.0	10.20	36.0	13.10	13.75	77.00	4.00	23.00
82	MONTCLAIR	210.0	76.90	31.0	11.40	32.0	11.70	14.50	78.00	4.00	22.00
83	MONTCLAIR	209.0	69.70	35.0	11.70	56.0	18.70	13.50	73.00	5.00	27.00
84	MONTCLAIR	270.0	69.90	50.0	13.00	66.0	17.10	18.00	78.30	5.00	21.70
85	MONTCLAIR	245.0	65.30	66.0	17.60	64.0	17.10	15.25	71.80	6.00	28.20
86	MONTCLAIR	241.0	60.10	91.0	22.70	69.0	17.20	16.00	69.60	7.00	30.40

PAGE: 7

ELEMENTARY SCHOOLS, ALL YEARS - MONTGOMERY

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	MONTGOMERY	1,079.0	91.40	98.0	8.30	3.0	0.30	44.00	96.00	2.00	4.00
70	MONTGOMERY	693.0	89.50	81.0	10.50	0.0	0.00	33.00	94.30	2.00	5.70
71	MONTGOMERY	671.0	89.90	75.0	10.10	0.0	0.00	33.00	94.00	2.00	6.00
72	MONTGOMERY	760.0	92.50	62.0	7.50	0.0	0.00	36.00	92.00	3.00	8.00
73	MONTGOMERY	535.0	88.70	66.0	11.00	2.0	0.30	32.00	91.00	3.00	9.00
74	MONTGOMERY	497.0	91.00	47.0	8.60	2.0	0.40	30.00	97.00	1.00	3.00
75	MONTGOMERY	804.0	88.00	105.0	11.50	5.0	0.50	46.00	94.00	3.00	6.00
76	MONTGOMERY	763.0	88.40	97.0	11.20	3.0	0.30	39.00	91.00	4.00	9.00
77	MONTGOMERY	735.0	89.50	81.0	9.90	5.0	0.60	36.00	84.00	7.00	16.00
78	MONTGOMERY	665.0	88.90	77.0	10.30	6.0	0.70	31.00	82.00	7.00	18.00
79	MONTGOMERY	643.0	88.60	73.0	10.10	10.0	1.40	35.50	84.00	7.00	16.00
80	MONTGOMERY	588.0	86.50	81.0	11.90	11.0	1.60	34.00	83.00	7.00	17.00
81	MONTGOMERY	572.0	85.40	90.0	13.40	8.0	1.20	26.25	79.00	7.00	21.00
82	MONTGOMERY	545.0	84.50	90.0	14.00	10.0	1.60	24.50	78.00	7.00	22.00
83	MONTGOMERY	501.0	83.80	88.0	14.70	9.0	1.50	23.50	77.00	7.00	23.00
84	MONTGOMERY	457.0	80.30	97.0	17.00	15.0	2.60	23.25	76.90	7.00	23.10
85	MONTGOMERY	415.0	79.30	95.0	18.20	13.0	2.50	22.00	78.60	6.00	21.40
86	MONTGOMERY	390.0	76.30	105.0	20.50	16.0	3.10	19.00	70.40	8.00	29.60

PAGE: 1

ELEMENTARY SCHOOLS, ALL YEARS - MURPHY CANDLER

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	MURPHY CANDLER	229.0	83.90	44.0	16.10	0.0	0.00	13.00	93.00	1.00	7.00
70	MURPHY CANDLER	233.0	86.00	38.0	14.00	0.0	0.00	17.00	94.00	1.00	6.00
71	MURPHY CANDLER	265.0	86.90	40.0	13.10	0.0	0.00	17.00	94.00	1.00	6.00
72	MURPHY CANDLER	248.0	89.90	28.0	10.10	0.0	0.00	14.00	73.70	5.00	26.30
73	MURPHY CANDLER	274.0	92.60	22.0	7.40	0.0	0.00	13.00	72.00	5.00	28.00
74	MURPHY CANDLER	424.0	95.90	18.0	4.10	0.0	0.00	23.00	96.00	1.00	4.00
75	MURPHY CANDLER	408.0	95.30	20.0	4.70	0.0	0.00	22.00	92.00	2.00	8.00
76	MURPHY CANDLER	426.0	94.50	24.0	5.30	1.0	0.20	22.00	88.00	3.00	12.00
77	MURPHY CANDLER	472.0	92.40	38.0	7.40	1.0	0.20	23.00	85.00	4.00	15.00
78	MURPHY CANDLER	513.0	91.30	48.0	8.50	1.0	0.20	24.00	80.00	6.00	20.00
79	MURPHY CANDLER	499.0	90.60	50.0	9.00	2.0	0.40	22.50	79.00	6.00	21.00
80	MURPHY CANDLER	496.0	89.40	55.0	9.90	4.0	0.70	23.50	80.00	6.00	20.00
81	MURPHY CANDLER	453.0	87.50	61.0	11.80	4.0	0.80	22.00	79.00	6.00	21.00
82	MURPHY CANDLER	414.0	84.50	71.0	14.50	5.0	1.00	19.75	77.00	6.00	23.00
83	MURPHY CANDLER	395.0	78.80	100.0	20.00	6.0	1.20	20.00	77.00	6.00	23.00
84	MURPHY CANDLER	381.0	72.30	142.0	26.90	4.0	0.80	19.75	73.80	7.00	26.20
85	MURPHY CANDLER	353.0	67.10	170.0	32.30	3.0	0.60	21.75	78.40	6.00	21.60
86	MURPHY CANDLER	330.0	56.90	247.0	42.60	3.0	0.50	22.00	75.90	7.00	24.10

PAGE: 2

ELEMENTARY SCHOOLS, ALL YEARS - NANCY CREEK

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
70	NANCY CREEK	720.0	99.31	1.0	0.14	4.0	0.55	25.00	96.20	1.00	3.80
71	NANCY CREEK	723.0	99.20	2.0	0.30	4.0	0.50	30.00	94.00	2.00	6.00
72	NANCY CREEK	719.0	99.20	3.0	0.40	3.0	0.40	31.00	97.00	1.00	3.00
73	NANCY CREEK	675.0	99.60	1.0	0.10	2.0	0.30	28.00	93.00	2.00	7.00
74	NANCY CREEK	673.0	99.70	0.0	0.00	2.0	0.30	30.00	97.00	1.00	3.00
75	NANCY CREEK	718.0	97.70	11.0	1.50	6.0	0.80	31.00	94.00	2.00	6.00
76	NANCY CREEK	655.0	97.50	14.0	2.10	3.0	0.40	29.00	91.00	3.00	9.00
77	NANCY CREEK	602.0	96.90	10.0	1.60	9.0	1.40	27.00	90.00	4.00	10.00
78	NANCY CREEK	582.0	96.40	7.0	1.20	15.0	2.50	25.00	81.00	6.00	19.00
79	NANCY CREEK	538.0	96.10	12.0	2.10	10.0	1.80	24.50	79.00	6.50	21.00
80	NANCY CREEK	482.0	91.60	31.0	5.90	13.0	2.50	22.50	76.00	7.00	24.00
81	NANCY CREEK	411.0	92.80	22.0	5.00	10.0	2.30	18.00	73.00	6.50	27.00
82	NANCY CREEK	403.0	87.80	43.0	9.40	13.0	2.90	18.50	77.00	5.50	23.00
83	NANCY CREEK	355.0	85.70	49.0	11.80	10.0	2.40	17.25	73.00	6.50	27.00
84	NANCY CREEK	316.0	80.20	62.0	15.70	16.0	4.10	16.75	72.00	6.50	28.00
85	NANCY CREEK	271.0	78.10	66.0	19.00	10.0	2.90	16.50	75.00	5.50	25.00
86	NANCY CREEK	265.0	72.40	64.0	17.50	37.0	10.10	17.50	77.80	5.00	22.20

PAGE: 1

ELEMENTARY SCHOOLS, ALL YEARS - NORTHWOODS

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	NORTHWOODS	0.0	0.00	0.0	0.00	0.0	0.00	30.00	97.00	1.00	3.00
70	NORTHWOODS	0.0	0.00	0.0	0.00	0.0	0.00	32.00	97.00	1.00	3.00
71	NORTHWOODS	713.0	100.00	0.0	0.00	0.0	0.00	32.00	97.00	1.00	3.00
72	NORTHWOODS	633.0	99.50	3.0	0.50	0.0	0.00	29.00	97.00	1.00	3.00
73	NORTHWOODS	580.0	99.10	1.0	0.20	4.0	0.70	26.00	93.00	2.00	7.00
74	NORTHWOODS	600.0	98.70	3.0	0.50	5.0	0.80	31.00	97.00	1.00	3.00
75	NORTHWOODS	534.0	99.10	3.0	0.60	2.0	0.40	31.00	94.00	2.00	6.00
76	NORTHWOODS	439.0	97.50	8.0	1.80	3.0	0.70	22.00	88.00	3.00	12.00
77	NORTHWOODS	416.0	95.00	17.0	3.90	5.0	1.20	23.00	88.00	3.00	12.00
78	NORTHWOODS	378.0	91.30	22.0	5.30	14.0	3.30	23.00	85.00	4.00	15.00
79	NORTHWOODS	338.0	87.60	29.0	7.50	19.0	4.90	23.00	85.00	4.00	15.00
80	NORTHWOODS	349.0	87.30	30.0	7.50	21.0	5.30	21.00	81.00	5.00	19.00
81	NORTHWOODS	327.0	85.60	33.0	8.60	22.0	5.80	16.75	77.00	5.00	23.00
82	NORTHWOODS	291.0	83.10	27.0	7.70	32.0	9.10	16.25	76.00	5.00	24.00

PAGE: 4

ELEMENTARY SCHOOLS, ALL YEARS - OAK GROVE

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	OAK GROVE	457.0	99.30	0.0	0.00	3.0	0.70	20.00	95.00	1.00	5.00
70	OAK GROVE	510.0	99.40	0.0	0.00	3.0	0.60	23.00	95.80	1.00	4.20
71	OAK GROVE	441.0	99.10	0.0	0.00	4.0	0.90	25.00	96.00	1.00	4.00
72	OAK GROVE	402.0	98.50	0.0	0.00	6.0	1.40	24.00	96.00	1.00	4.00
73	OAK GROVE	371.0	98.70	0.0	0.00	5.0	1.30	22.00	96.00	1.00	4.00
74	OAK GROVE	521.0	97.00	12.0	2.20	4.0	0.80	31.00	97.00	1.00	3.00
75	OAK GROVE	463.0	96.70	11.0	2.30	5.0	1.00	28.00	93.00	2.00	7.00
76	OAK GROVE	457.0	95.80	13.0	2.70	7.0	1.40	22.00	85.00	4.00	15.00
77	OAK GROVE	399.0	97.80	9.0	1.10	9.0	1.10	22.00	85.00	4.00	15.00
78	OAK GROVE	436.0	93.20	25.0	5.30	7.0	1.50	23.00	82.00	5.00	18.00
79	OAK GROVE	393.0	90.30	26.0	6.00	16.0	3.70	22.50	82.00	5.00	18.00
80	OAK GROVE	357.0	88.60	30.0	7.40	16.0	4.00	22.50	82.00	5.00	18.00
81	OAK GROVE	331.0	87.80	26.0	6.90	20.0	5.40	16.50	77.00	5.00	23.00
82	OAK GROVE	286.0	86.10	27.0	8.10	19.0	5.70	17.50	80.00	4.50	20.00
83	OAK GROVE	261.0	83.70	34.0	10.70	17.0	5.50	15.50	77.50	4.50	22.50
84	OAK GROVE	270.0	82.60	40.0	12.20	17.0	5.20	15.00	75.00	5.00	25.00
85	OAK GROVE	278.0	81.30	49.0	14.30	15.0	4.40	15.50	73.80	5.50	26.20
86	OAK GROVE	294.0	83.00	47.0	13.30	13.0	3.70	16.00	74.40	5.50	25.60

ELEMENTARY SCHOOLS, ALL YEARS - OAKCLIFF

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	OAKCLIFF	816.0	100.00	0.0	0.00	0.0	0.00	31.00	97.00	1.00	3.00
70	OAKCLIFF	815.0	99.90	1.0	0.10	0.0	0.00	35.00	97.20	1.00	2.80
71	OAKCLIFF	777.0	99.70	1.0	0.10	1.0	0.10	35.00	97.00	1.00	3.00
72	OAKCLIFF	920.0	99.25	4.0	0.43	3.0	0.32	40.00	98.00	1.00	2.00
73	OAKCLIFF	929.0	98.62	5.0	0.53	8.0	0.85	36.00	92.00	3.00	8.00
74	OAKCLIFF	696.0	98.70	2.0	0.30	7.0	1.00	33.00	97.00	1.00	3.00
75	OAKCLIFF	608.0	96.70	5.0	0.80	16.0	2.50	35.00	95.00	2.00	5.00
76	OAKCLIFF	611.0	94.40	4.0	0.60	32.0	5.00	28.00	90.00	3.00	10.00
77	OAKCLIFF	665.0	92.70	5.0	0.70	47.0	6.60	32.00	86.00	5.00	14.00
78	OAKCLIFF	590.0	91.30	10.0	1.50	46.0	7.20	31.00	84.00	6.00	16.00
79	OAKCLIFF	565.0	91.00	10.0	1.60	46.0	7.40	31.50	87.00	6.00	16.00
80	OAKCLIFF	528.0	87.70	14.0	2.30	60.0	10.00	24.00	83.00	5.00	17.00
81	OAKCLIFF	474.0	84.60	22.0	3.90	64.0	11.50	22.00	79.00	6.00	21.00
82	OAKCLIFF	452.0	81.60	31.0	5.60	71.0	12.80	22.75	79.00	6.00	21.00
83	OAKCLIFF	371.0	76.30	36.0	7.40	79.0	16.30	19.50	76.50	6.00	23.50
84	OAKCLIFF	321.0	71.00	39.0	8.60	92.0	20.40	18.50	75.50	6.00	24.50
85	OAKCLIFF	316.0	68.40	50.0	10.80	96.0	20.80	19.00	76.00	6.00	24.00
86	OAKCLIFF	295.0	61.70	71.0	14.90	112.0	23.40	20.00	80.00	5.00	20.00

ELEMENTARY SCHOOLS, ALL YEARS - PEACHCREST

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	PEACHCREST	659.0	99.55	0.0	0.00	3.0	0.45	24.00	92.00	2.00	8.00
70	PEACHCREST	631.0	98.70	3.0	0.50	5.0	0.80	24.00	92.30	2.00	7.70
71	PEACHCREST	578.0	96.70	14.0	2.30	6.0	1.00	23.00	92.00	2.00	8.00
72	PEACHCREST	514.0	91.80	38.0	6.80	8.0	1.40	23.00	96.00	1.00	4.00
73	PEACHCREST	463.0	87.90	55.0	10.40	9.0	1.70	22.00	96.00	1.00	4.00
74	PEACHCREST	439.0	84.10	76.0	14.60	7.0	1.30	26.00	93.00	2.00	7.00
75	PEACHCREST	367.0	80.10	60.0	7.50	11.0	2.40	22.00	88.00	3.00	12.00
76	PEACHCREST	323.0	72.30	113.0	25.30	11.0	2.50	20.00	83.00	4.00	17.00
77	PEACHCREST	299.0	68.10	131.0	29.80	9.0	2.10	22.00	15.00	4.00	15.00
78	PEACHCREST	269.0	57.00	196.0	41.50	7.0	1.50	23.00	82.00	5.00	18.00
79	PEACHCREST	233.0	47.70	250.0	51.20	5.0	1.00	22.50	79.00	6.00	21.00
80	PEACHCREST	212.0	44.50	258.0	54.30	5.0	1.20	24.00	83.00	5.00	17.00
81	PEACHCREST	173.0	35.50	310.0	63.50	5.0	1.00	19.00	73.00	7.00	37.00
82	PEACHCREST	155.0	78.70	31.0	15.70	11.0	5.60	18.00	72.00	7.00	28.00
83	PEACHCREST	106.0	22.90	349.0	75.50	7.0	1.50	17.00	69.00	7.50	31.00
84	PEACHCREST	85.0	18.80	352.0	78.00	14.0	3.10	16.50	67.30	8.00	32.70
85	PEACHCREST	81.0	17.60	346.0	75.00	34.0	7.40	19.00	71.70	7.50	28.30
86	PEACHCREST	79.0	15.20	413.0	79.40	28.0	5.40	23.00	74.20	8.00	25.80

ELEMENTARY SCHOOLS, ALL YEARS - PLEASANTDALE

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	PLEASANTDALE	680.0	100.00	0.0	0.00	0.0	0.00	26.00	100.00	0.00	0.00
70	PLEASANTDALE	692.0	100.00	0.0	0.00	0.0	0.00	27.00	96.40	1.00	3.60
71	PLEASANTDALE	511.0	100.00	0.0	0.00	0.0	0.00	18.00	95.00	1.00	5.00
72	PLEASANTDALE	502.0	99.80	0.0	0.00	1.0	0.20	25.00	96.00	1.00	4.00
73	PLEASANTDALE	457.0	99.10	0.0	0.00	4.0	0.90	24.00	92.00	2.00	8.00
74	PLEASANTDALE	392.0	99.00	0.0	0.00	4.0	1.00	22.00	96.00	1.00	4.00
75	PLEASANTDALE	376.0	98.70	0.0	0.00	5.0	1.30	17.00	89.00	2.00	11.00
76	PLEASANTDALE	355.0	98.10	0.0	0.00	7.0	1.90	16.50	85.00	3.00	15.00
77	PLEASANTDALE	323.0	98.20	1.0	0.30	5.0	1.50	17.00	85.00	3.00	15.00
78	PLEASANTDALE	334.0	98.50	0.0	0.00	5.0	1.50	18.00	86.00	3.00	14.00
79	PLEASANTDALE	296.0	97.40	2.0	0.70	6.0	2.00	16.00	76.00	5.00	24.00
80	PLEASANTDALE	252.0	95.40	2.0	0.80	10.0	3.80	16.00	84.00	3.00	16.00
81	PLEASANTDALE	243.0	96.00	0.0	0.00	10.0	4.00	13.25	79.00	3.50	21.00
82	PLEASANTDALE	213.0	93.40	2.0	0.90	13.0	5.60	12.25	75.00	4.00	25.00
83	PLEASANTDALE	277.0	88.80	16.0	5.10	19.0	6.10	14.50	74.40	5.00	25.60
84	PLEASANTDALE	273.0	86.90	15.0	4.80	26.0	8.30	14.25	76.00	4.50	24.00
85	PLEASANTDALE	273.0	79.40	28.0	8.10	43.0	12.50	17.25	79.30	4.50	20.70
86	PLEASANTDALE	279.0	80.40	36.0	10.40	32.0	9.20	15.00	73.20	5.50	26.80

ELEMENTARY SCHOOLS, ALL YEARS - RAINBOW

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
70	RAINBOW	555.0	98.90	3.0	0.50	3.0	0.50	19.00	86.40	3.00	13.60
71	RAINBOW	703.0	99.30	2.0	0.30	3.0	0.40	26.00	90.00	3.00	10.00
72	RAINBOW	839.0	99.80	0.0	0.00	2.0	0.20	32.00	97.00	1.00	3.00
73	RAINBOW	901.0	99.45	1.0	0.01	4.0	0.44	38.00	93.00	3.00	7.00
74	RAINBOW	932.0	98.90	5.0	0.50	5.0	0.50	39.00	98.00	1.00	2.00
75	RAINBOW	601.0	98.50	7.0	1.10	2.0	0.30	27.00	90.00	3.00	10.00
76	RAINBOW	581.0	94.90	29.0	4.70	2.0	0.30	24.00	89.00	3.00	11.00
77	RAINBOW	538.0	84.90	92.0	14.50	4.0	0.60	29.00	85.00	5.00	15.00
78	RAINBOW	447.0	59.10	305.0	40.30	4.0	0.50	27.00	79.00	7.00	21.00
79	RAINBOW	241.0	33.30	474.0	65.60	8.0	1.10	26.00	82.00	6.50	18.00
80	RAINBOW	116.0	15.90	600.0	82.30	13.0	1.80	28.00	80.00	7.00	20.00
81	RAINBOW	73.0	10.60	605.0	88.10	9.0	1.30	25.75	75.00	8.50	25.00
82	RAINBOW	53.0	7.40	644.0	90.10	18.0	2.50	26.00	73.00	9.50	27.00
83	RAINBOW	35.0	5.00	657.0	93.10	14.0	2.00	23.75	70.00	10.00	30.00
84	RAINBOW	20.0	2.80	688.0	95.40	13.0	1.80	26.25	72.40	10.00	27.60
85	RAINBOW	14.0	1.90	708.0	96.10	15.0	2.00	27.75	71.60	11.00	28.40
86	RAINBOW	12.0	1.50	754.0	96.40	16.0	2.10	26.00	68.40	12.00	31.60

PAGE: 5

ELEMENTARY SCHOOLS, ALL YEARS - REDAN

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO	WHITE %	BLACK NO.	BLACK %
69	REDAN	246.0	79.90	59.0	19.20	3.0	1.00	16.00	84.00	3.00	16.00
70	REDAN	275.0	84.10	49.0	15.00	3.0	0.90	16.00	88.90	2.00	11.10
71	REDAN	296.0	85.80	46.0	13.30	3.0	0.90	17.00	94.00	1.00	6.00
72	REDAN	311.0	88.40	38.0	10.80	3.0	0.90	17.00	94.00	1.00	6.00
73	REDAN	429.0	92.10	33.0	7.10	4.0	0.90	18.00	95.00	1.00	5.00
74	REDAN	579.0	93.80	31.0	5.00	7.0	1.10	25.00	93.00	2.00	7.00
75	REDAN	451.0	94.00	26.0	5.40	3.0	0.60	21.00	91.00	2.00	9.00
76	REDAN	535.0	93.40	31.0	5.40	7.0	1.30	24.00	89.00	3.00	11.00
77	REDAN	630.0	94.30	30.0	4.50	8.0	1.10	27.00	84.00	5.00	16.00
78	REDAN	815.0	94.30	38.0	4.40	11.0	1.20	32.00	82.00	7.00	18.00
79	REDAN	956.0	92.50	62.0	6.00	15.0	1.50	38.50	81.00	9.00	19.00
80	REDAN	636.0	89.80	58.0	8.20	14.0	2.00	27.50	82.00	6.00	18.00
81	REDAN	687.0	87.00	77.0	9.70	26.0	3.30	30.75	77.00	9.00	23.00
82	REDAN	739.0	86.00	90.0	10.50	30.0	3.50	31.25	78.00	9.00	22.00
83	REDAN	724.0	84.40	102.0	11.90	32.0	3.70	32.25	76.00	10.00	24.00
84	REDAN	810.0	82.80	127.0	13.00	41.0	4.20	34.00	72.30	13.00	27.70
85	REDAN	885.0	79.80	175.0	15.80	49.0	4.40	37.75	72.20	14.50	27.80
86	REDAN	883.0	70.20	292.0	23.20	82.0	6.50	40.00	75.50	13.00	24.50

334

PAGE: 89

ELEMENTARY SCHOOLS, ALL YEARS - REHOBOTH

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	REHOBOTH	0.0	0.00	0.0	0.00	0.0	0.00	27.00	96.00	1.00	4.00
71	REHOBOTH	680.0	99.40	3.0	0.40	1.0	0.10	27.00	96.00	1.00	4.00
72	REHOBOTH	632.0	99.70	1.0	0.20	1.0	0.20	27.00	93.00	1.00	7.00
73	REHOBOTH	581.0	99.70	1.0	0.20	1.0	0.20	24.00	96.00	1.00	4.00
74	REHOBOTH	585.0	99.80	0.0	0.00	1.0	0.20	25.00	96.00	1.00	4.00
75	REHOBOTH	519.0	98.90	0.0	0.00	6.0	1.10	22.00	92.00	2.00	8.00
76	REHOBOTH	436.0	98.40	0.0	0.00	7.0	1.60	18.00	86.00	3.00	14.00
77	REHOBOTH	421.0	98.80	0.0	0.00	5.0	1.20	18.00	82.00	4.00	18.00
78	REHOBOTH	388.0	98.70	1.0	0.30	4.0	1.10	17.00	77.00	5.00	23.00
79	REHOBOTH	371.0	98.40	0.0	0.00	6.0	1.60	19.00	83.00	4.00	17.00
80	REHOBOTH	339.0	96.60	1.0	0.30	11.0	3.20	19.00	83.00	4.00	17.00
81	REHOBOTH	313.0	94.60	2.0	0.60	16.0	4.80	16.50	80.00	4.00	20.00
82	REHOBOTH	312.0	94.30	2.0	0.60	17.0	5.10	16.00	80.00	4.00	20.00

335

PAGE: 90

ELEMENTARY SCHOOLS, ALL YEARS - ROCK CHAPEL

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	ROCK CHAPEL	191.0	82.70	40.0	17.30	0.0	0.00	12.00	92.00	1.00	8.00
70	ROCK CHAPEL	182.0	81.60	41.0	18.40	0.0	0.00	13.00	86.70	2.00	13.30
71	ROCK CHAPEL	191.0	83.40	38.0	16.60	0.0	0.00	14.00	93.00	1.00	7.00
72	ROCK CHAPEL	199.0	86.50	31.0	13.50	0.0	0.00	15.00	94.00	1.00	6.00
73	ROCK CHAPEL	192.0	88.50	25.0	11.50	0.0	0.00	13.00	93.00	1.00	7.00
74	ROCK CHAPEL	295.0	91.60	26.0	8.10	1.0	0.30	16.00	94.00	1.00	6.00
75	ROCK CHAPEL	321.0	90.90	30.0	8.50	2.0	0.60	17.00	89.00	2.00	11.00
76	ROCK CHAPEL	358.0	93.00	25.0	6.50	2.0	0.60	16.00	84.00	3.00	16.00
77	ROCK CHAPEL	373.0	94.00	23.0	5.80	1.0	0.30	18.00	86.00	3.00	14.00
78	ROCK CHAPEL	397.0	95.70	16.0	3.90	2.0	0.40	18.00	82.00	4.00	18.00
79	ROCK CHAPEL	395.0	93.20	24.0	5.70	5.0	1.20	17.00	77.00	5.00	23.00
80	ROCK CHAPEL	416.0	92.70	26.0	5.80	7.0	1.50	20.00	80.00	5.00	20.00
81	ROCK CHAPEL	402.0	92.20	27.0	6.20	7.0	1.60	18.50	76.00	6.00	24.00
82	ROCK CHAPEL	454.0	92.80	30.0	6.20	5.0	1.00	19.12	76.00	6.00	24.00
83	ROCK CHAPEL	445.0	92.90	30.0	6.30	4.0	0.80	20.25	80.00	5.00	20.00
84	ROCK CHAPEL	444.0	93.90	25.0	5.30	4.0	0.80	19.75	79.80	5.00	20.20
85	ROCK CHAPEL	457.0	94.40	20.0	4.10	7.0	1.40	20.75	80.60	5.00	19.40
86	ROCK CHAPEL	522.0	91.10	39.0	6.80	11.0	1.90	23.00	79.30	6.00	20.70

PAGE: 91

ELEMENTARY SCHOOLS, ALL YEARS - ROCKBRIDGE

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
72	ROCKBRIDGE	585.0	100.00	0.0	0.00	0.0	0.00	26.00	96.00	1.00	4.00
73	ROCKBRIDGE	698.0	99.40	1.0	0.20	3.0	0.40	29.00	94.00	2.00	6.00
74	ROCKBRIDGE	821.0	99.50	1.0	0.10	3.0	0.30	36.00	97.00	1.00	3.00
75	ROCKBRIDGE	876.0	98.90	1.0	0.10	9.0	1.10	39.00	93.00	3.00	7.00
76	ROCKBRIDGE	894.0	98.70	0.0	0.00	12.0	1.30	40.00	93.00	3.00	7.00
77	ROCKBRIDGE	891.0	98.80	0.0	0.00	11.0	1.30	36.00	84.00	7.00	16.00
78	ROCKBRIDGE	967.0	97.70	5.0	0.50	18.0	1.80	38.00	81.00	9.00	19.00
79	ROCKBRIDGE	944.0	97.90	6.0	0.60	14.0	1.40	35.00	79.00	9.50	21.00
80	ROCKBRIDGE	932.0	97.40	9.0	0.90	16.0	1.60	35.50	80.00	9.00	20.00
81	ROCKBRIDGE	861.0	96.90	7.0	0.80	21.0	2.30	32.50	77.00	9.50	23.00
82	ROCKBRIDGE	830.0	96.50	8.0	1.00	22.0	2.50	31.00	76.00	10.00	24.00
83	ROCKBRIDGE	724.0	96.10	11.0	1.50	18.0	2.40	27.00	76.00	8.50	24.00
84	ROCKBRIDGE	706.0	92.30	23.0	3.70	31.0	4.00	27.25	74.10	9.50	25.90
85	ROCKBRIDGE	705.0	91.30	26.0	3.40	41.0	5.30	27.25	72.20	10.50	27.80
86	ROCKBRIDGE	705.0	90.50	32.0	4.10	42.0	5.40	27.00	71.10	11.00	28.90

PAGE: 92

ELEMENTARY SCHOOLS, ALL YEARS - ROWLAND

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	ROWLAND	653.0	99.70	2.0	0.30	0.0	0.00	23.00	92.00	2.00	8.00
70	ROWLAND	769.0	99.90	1.0	0.10	0.0	0.00	26.00	92.90	2.00	7.10
71	ROWLAND	651.0	99.50	1.0	0.20	2.0	0.30	24.00	92.00	2.00	8.00
72	ROWLAND	670.0	99.70	0.0	0.00	2.0	0.30	28.00	97.00	1.00	3.00
73	ROWLAND	658.0	99.40	0.0	0.00	4.0	0.60	28.00	93.00	2.00	7.00
74	ROWLAND	639.0	98.60	1.0	0.20	8.0	1.20	29.00	97.00	1.00	3.00
75	ROWLAND	649.0	98.80	3.0	0.50	5.0	0.80	29.00	94.00	2.00	0.60
76	ROWLAND	645.0	98.80	2.0	0.30	6.0	0.90	27.00	90.00	3.00	10.00
77	ROWLAND	611.0	98.70	1.0	0.20	7.0	1.10	25.00	86.00	4.00	14.00
78	ROWLAND	636.0	96.70	11.0	1.70	11.0	1.70	26.00	81.00	6.00	19.00
79	ROWLAND	591.0	95.30	13.0	2.10	16.0	2.60	27.00	81.00	6.50	19.00
80	ROWLAND	582.0	93.90	16.0	2.60	22.0	3.60	24.00	79.00	6.50	21.00
81	ROWLAND	518.0	91.40	26.0	4.60	23.0	4.10	22.00	77.00	6.50	23.00
82	ROWLAND	469.0	87.00	43.0	8.00	27.0	5.00	20.75	76.00	6.50	24.00
83	ROWLAND	406.0	80.90	72.0	14.30	24.0	4.80	20.00	75.00	6.50	25.00
84	ROWLAND	378.0	72.60	111.0	21.30	32.0	6.10	20.25	75.70	6.50	24.30
85	ROWLAND	325.0	61.10	167.0	31.40	40.0	7.50	20.50	73.20	7.50	26.80
86	ROWLAND	320.0	49.20	276.0	42.50	54.0	8.30	25.00	78.10	7.00	21.90

PAGE: 93

ELEMENTARY SCHOOLS, ALL YEARS - SAGAMORE HILLS

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	SAGAMORE HILLS	568.0	100.00	0.0	0.00	0.0	0.00	23.00	92.00	2.00	8.00
70	SAGAMORE HILLS	521.0	100.00	0.0	0.00	0.0	0.00	22.00	91.70	2.00	8.30
71	SAGAMORE HILLS	470.0	100.00	0.0	0.00	0.0	0.00	23.00	96.00	1.00	4.00
72	SAGAMORE HILLS	557.0	99.60	0.0	0.00	2.0	0.40	26.00	96.00	1.00	4.00
73	SAGAMORE HILLS	492.0	99.60	0.0	0.00	2.0	0.40	21.00	95.00	1.00	5.00
74	SAGAMORE HILLS	488.0	98.00	0.0	0.00	10.0	2.00	23.00	96.00	1.00	4.00
75	SAGAMORE HILLS	572.0	98.50	0.0	0.00	9.0	1.50	26.00	93.00	2.00	7.00
76	SAGAMORE HILLS	536.0	97.50	0.0	0.00	14.0	2.50	25.00	89.00	3.00	11.00
77	SAGAMORE HILLS	517.0	98.50	1.0	0.20	7.0	1.40	23.00	85.00	4.00	15.00
78	SAGAMORE HILLS	467.0	97.90	5.0	1.00	5.0	1.00	22.00	82.00	5.00	18.00
79	SAGAMORE HILLS	443.0	97.10	8.0	1.80	5.0	1.10	23.00	82.00	5.00	18.00
80	SAGAMORE HILLS	382.0	89.70	33.0	7.70	11.0	2.50	21.00	77.00	6.00	23.00
81	SAGAMORE HILLS	328.0	82.40	56.0	14.10	14.0	3.50	17.50	74.00	6.00	26.00
82	SAGAMORE HILLS	302.0	76.80	77.0	19.60	14.0	3.60	17.25	77.00	5.00	23.00
83	SAGAMORE HILLS	276.0	75.00	70.0	19.00	22.0	6.00	16.75	77.00	5.00	23.00
84	SAGAMORE HILLS	279.0	72.70	81.0	21.10	24.0	6.20	16.25	73.00	6.00	27.00
85	SAGAMORE HILLS	266.0	67.20	94.0	23.70	36.0	9.10	16.50	73.30	6.00	26.70
86	SAGAMORE HILLS	254.0	68.00	92.0	24.50	28.0	7.50	16.00	72.70	6.00	27.30

PAGE: 94

ELEMENTARY SCHOOLS, ALL YEARS - SEXTON WOODS

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	SEXTON WOODS	887.0	99.70	0.0	0.00	3.0	0.30	25.00	93.00	2.00	7.00
70	SEXTON WOODS	724.0	98.00	13.0	1.80	2.0	0.20	31.00	91.20	3.00	8.80
71	SEXTON WOODS	647.0	97.90	12.0	1.80	2.0	0.30	26.00	93.00	2.00	7.00
72	SEXTON WOODS	565.0	96.60	17.0	2.90	3.0	0.50	25.00	93.00	2.00	7.00
73	SEXTON WOODS	460.0	98.10	8.0	1.70	1.0	0.20	21.00	91.00	2.00	9.00
74	SEXTON WOODS	446.0	98.20	6.0	1.30	2.0	0.40	19.00	90.00	2.00	10.00

PAGE: 95

ELEMENTARY SCHOOLS, ALL YEARS - SHALLOWFORD

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	SHALLOWFORD	680.0	100.00	0.0	0.00	0.0	0.00	26.00	96.00	1.00	4.00
70	SHALLOWFORD	823.0	99.90	1.0	0.10	0.0	0.00	32.00	94.10	2.00	5.90
71	SHALLOWFORD	823.0	100.00	0.0	0.00	0.0	0.00	31.00	94.00	2.00	6.00
72	SHALLOWFORD	815.0	100.00	0.0	0.00	0.0	0.00	33.00	97.00	1.00	3.00
73	SHALLOWFORD	778.0	100.00	0.0	0.00	0.0	0.00	32.00	94.00	2.00	6.00
74	SHALLOWFORD	753.0	100.00	0.0	0.00	0.0	0.00	33.00	97.00	1.00	3.00
75	SHALLOWFORD	692.0	100.00	0.0	0.00	0.0	0.00	28.00	90.00	3.00	10.00
76	SHALLOWFORD	642.0	99.70	0.0	0.00	2.0	0.30	25.00	86.00	4.00	14.00
77	SHALLOWFORD	620.0	99.70	0.0	0.00	2.0	0.30	25.00	83.00	5.00	17.00
78	SHALLOWFORD	572.0	100.00	0.0	0.00	0.0	0.00	24.00	83.00	5.00	17.00
79	SHALLOWFORD	550.0	99.60	0.0	0.00	2.0	0.30	24.00	86.00	4.00	14.00
80	SHALLOWFORD	446.0	99.30	1.0	0.20	2.0	0.40	22.00	80.00	5.50	20.00
81	SHALLOWFORD	381.0	97.70	6.0	1.50	3.0	0.80	17.25	78.00	5.00	22.00
82	SHALLOWFORD	326.0	96.20	5.0	1.50	8.0	2.40	15.50	76.00	5.00	24.00
83	SHALLOWFORD	282.0	92.80	6.0	2.00	16.0	5.20	14.00	72.00	5.50	28.00
84	SHALLOWFORD	284.0	93.70	6.0	2.00	13.0	4.30	14.25	72.20	5.50	27.80
85	SHALLOWFORD	258.0	90.80	12.0	4.20	14.0	4.90	13.75	73.30	5.00	26.70

PAGE: 96

ELEMENTARY SCHOOLS, ALL YEARS - SKY HAVEN

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	SKY HAVEN	746.0	96.60	25.0	3.20	1.0	0.10	27.00	93.00	2.00	7.00
70	SKY HAVEN	700.0	93.70	47.0	6.30	0.0	0.00	27.00	90.00	3.00	10.00
71	SKY HAVEN	677.0	87.70	92.0	11.90	3.0	0.40	28.00	88.00	4.00	12.00
72	SKY HAVEN	476.0	58.10	342.0	41.80	1.0	0.10	29.00	76.00	9.00	24.00
73	SKY HAVEN	291.0	37.40	487.0	62.60	0.0	0.00	29.00	76.00	9.00	24.00
74	SKY HAVEN	169.0	20.20	667.0	79.80	0.0	0.00	31.00	76.00	10.00	24.00
75	SKY HAVEN	74.0	8.70	773.0	91.30	0.0	0.00	25.00	89.00	13.00	11.00
76	SKY HAVEN	53.0	6.00	824.0	94.00	0.0	0.00	30.00	73.00	11.00	27.00
77	SKY HAVEN	30.0	3.20	918.0	96.60	2.0	0.22	34.00	76.00	11.00	24.00
78	SKY HAVEN	34.0	3.60	894.0	95.80	5.0	0.50	34.00	77.00	10.00	23.00
79	SKY HAVEN	35.0	3.80	879.0	96.10	1.0	0.10	33.00	79.00	9.00	21.00
80	SKY HAVEN	31.0	3.60	828.0	96.40	0.0	0.00	31.00	78.00	9.00	22.00
81	SKY HAVEN	31.0	3.60	829.0	96.20	2.0	0.20	30.00	72.00	11.50	28.00
82	SKY HAVEN	27.0	3.20	808.0	96.50	2.0	0.20	30.00	72.00	11.50	28.00
83	SKY HAVEN	22.0	2.70	798.0	96.80	4.0	0.50	25.00	64.00	14.00	36.00
85	SKY HAVEN	17.0	2.00	849.0	98.00	0.0	0.00	30.50	67.80	14.50	32.20
86	SKY HAVEN	21.0	2.40	851.0	97.20	3.0	0.30	28.00	65.10	15.00	34.90

PAGE: 2

ELEMENTARY SCHOOLS, ALL YEARS - SKYLAND

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	SKYLAND	780.0	99.60	3.0	0.40	0.0	0.00	30.00	97.00	1.00	3.00
70	SKYLAND	765.0	99.90	0.0	0.00	1.0	0.10	31.00	96.90	1.00	3.10
71	SKYLAND	760.0	99.90	0.0	0.00	1.0	0.10	30.00	97.00	1.00	3.00
72	SKYLAND	589.0	99.70	0.0	0.00	2.0	0.30	31.00	97.00	1.00	3.00
73	SKYLAND	560.0	99.80	1.0	0.20	0.0	0.00	27.00	93.00	2.00	7.00
74	SKYLAND	633.0	97.50	2.0	0.30	14.0	2.20	34.00	97.00	1.00	3.00
75	SKYLAND	574.0	97.30	1.0	0.20	15.0	2.50	32.00	94.00	2.00	6.00
76	SKYLAND	536.0	97.50	2.0	0.40	12.0	2.20	26.00	89.00	3.00	11.00
77	SKYLAND	519.0	97.56	3.0	0.56	10.0	1.88	26.00	87.00	4.00	13.00
78	SKYLAND	472.0	93.80	4.0	0.80	27.0	5.40	25.00	83.00	5.00	17.00
79	SKYLAND	442.0	92.90	12.0	2.50	22.0	4.60	25.50	84.00	5.00	16.00
80	SKYLAND	365.0	88.00	11.0	2.70	39.0	9.40	24.00	83.00	5.00	17.00
81	SKYLAND	341.0	88.30	9.0	2.30	36.0	9.30	16.75	74.00	6.00	26.00
82	SKYLAND	354.0	85.90	11.0	2.70	47.0	11.50	18.25	78.00	5.00	22.00
83	SKYLAND	311.0	83.80	13.0	3.50	47.0	12.70	17.00	77.00	5.00	23.00

PAGE: 99

ELEMENTARY SCHOOLS, ALL YEARS - SMOKE RISE

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	SMOK RISE	517.0	88.20	67.0	11.40	2.0	0.30	21.00	91.00	2.00	9.00
70	SMOKE RISE	739.0	91.50	67.0	8.30	2.0	0.20	29.00	93.50	2.00	6.50
71	SMOKE RISE	801.0	92.30	65.0	7.50	2.0	0.20	33.00	85.00	6.00	15.00
72	SMOKE RISE	888.0	92.60	68.0	7.10	3.0	0.30	37.00	95.00	2.00	5.00
73	SMOKE RISE	821.0	92.60	60.0	6.70	6.0	0.70	40.00	93.00	3.00	7.00
74	SMOKE RISE	754.0	93.30	48.0	5.90	6.0	0.70	34.00	94.00	2.00	6.00
75	SMOKE RISE	704.0	92.50	51.0	6.70	6.0	0.70	31.00	91.00	3.00	9.00
76	SMOKE RISE	703.0	93.50	41.0	5.50	8.0	1.00	31.00	89.00	4.00	11.00
77	SMOKE RISE	694.0	93.80	38.0	5.10	8.0	1.00	29.00	83.00	6.00	17.00
78	SMOKE RISE	725.0	93.30	43.0	5.50	9.0	1.20	31.00	84.00	6.00	16.00
79	SMOKE RISE	725.0	93.30	38.0	4.90	14.0	1.80	29.50	81.00	7.00	19.00
80	SMOKE RISE	734.0	93.00	33.0	4.20	22.0	2.80	30.50	79.00	8.00	21.00
81	SMOKE RISE	700.0	91.90	42.0	5.50	20.0	2.70	29.00	78.00	8.00	22.00
82	SMOKE RISE	643.0	89.10	49.0	6.80	30.0	4.10	26.00	76.00	8.00	24.00
83	SMOKE RISE	678.0	86.80	77.0	9.90	26.0	3.30	28.50	78.00	8.00	22.00
84	SMOKE RISE	630.0	88.20	63.0	8.80	21.0	2.90	28.25	77.90	8.00	22.10
85	SMOKE RISE	667.0	85.60	87.0	11.20	25.0	3.20	29.25	78.50	8.00	21.50
86	SMOKE RISE	629.0	83.00	98.0	13.00	30.0	4.00	29.00	80.60	7.00	19.40

PAGE: 100

ELEMENTARY SCHOOLS, ALL YEARS - SNAPPINGER

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	SNAPPINGER	670.0	99.90	0.0	0.00	1.0	0.10	24.00	92.00	2.00	8.00
70	SNAPPINGER	884.0	99.70	0.0	0.00	3.0	0.30	32.00	94.10	2.00	5.90
71	SNAPPINGER	912.0	99.10	0.0	0.00	8.0	0.90	35.00	97.00	1.00	3.00
72	SNAPPINGER	867.0	99.00	4.0	0.50	5.0	0.60	32.00	91.00	3.00	9.00
73	SNAPPINGER	798.0	96.40	24.0	2.90	6.0	0.70	30.00	88.00	4.00	12.00
74	SNAPPINGER	710.0	91.40	62.0	8.00	5.0	0.60	34.00	94.00	2.00	6.00
75	SNAPPINGER	578.0	76.80	166.0	22.00	9.0	1.20	33.00	92.00	3.00	8.00
76	SNAPPINGER	424.0	53.90	350.0	44.50	12.0	1.50	34.00	87.00	5.00	13.00
77	SNAPPINGER	287.0	34.10	544.0	64.70	10.0	1.20	35.00	81.00	7.00	19.00
78	SNAPPINGER	156.9	18.40	678.0	80.00	13.0	1.50	33.00	80.00	8.00	20.00
79	SNAPPINGER	62.0	7.00	816.0	92.40	5.0	0.60	34.00	79.00	9.00	21.00
80	SNAPPINGER	42.0	4.80	822.0	94.30	8.0	0.90	36.50	78.00	10.00	22.00
81	SNAPPINGER	24.0	2.90	793.0	96.00	9.0	1.10	32.25	79.00	8.50	21.00
82	SNAPPINGER	21.0	2.50	799.0	96.60	7.0	0.80	29.37	75.00	10.00	25.00
83	SNAPPINGER	12.0	1.60	742.0	97.40	8.0	1.00	24.25	66.00	12.50	34.00
84	SNAPPINGER	26.0	3.10	793.0	95.90	8.0	1.00	27.75	68.90	12.50	31.10
85	SNAPPINGER	23.0	2.80	792.0	96.20	8.0	1.00	27.50	69.60	12.00	30.40
86	SNAPPINGER	22.0	2.70	778.0	96.60	5.0	0.60	25.00	67.60	12.00	32.40

PAGE: 101

ELEMENTARY SCHOOLS, ALL YEARS - STONE MILL

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
75	STONE MILL	517.0	99.60	2.0	0.40	0.0	0.00	24.00	89.00	3.00	11.00
76	STONE MILL	469.0	99.80	1.0	0.20	0.0	0.00	21.00	88.00	3.00	12.00
77	STONE MILL	508.0	99.00	1.0	0.20	4.0	0.80	20.00	83.00	4.00	17.00
78	STONE MILL	552.0	97.20	6.0	1.10	10.0	1.80	22.00	81.00	5.00	19.00
79	STONE MILL	491.0	95.70	14.0	2.70	8.0	1.60	22.00	81.00	5.00	19.00
80	STONE MILL	542.0	95.10	13.0	2.30	15.0	2.70	22.00	81.00	5.00	19.00
81	STONE MILL	556.0	93.40	25.0	4.20	14.0	2.30	23.00	75.00	7.50	25.00
82	STONE MILL	454.0	93.00	18.0	3.70	16.0	3.30	20.50	77.00	6.00	23.00
83	STONE MILL	389.0	92.00	15.0	3.50	19.0	4.50	19.75	83.00	4.00	17.00
84	STONE MILL	390.0	90.30	20.0	4.60	22.0	5.10	19.00	79.20	5.00	20.80
85	STONE MILL	402.0	83.10	54.0	11.10	28.0	5.80	19.00	76.00	6.00	24.00
86	STONE MILL	288.0	74.00	62.0	15.90	39.0	10.00	17.00	77.30	5.00	22.70

PAGE: 1

ELEMENTARY SCHOOLS, ALL YEARS - STONE MOUNTAIN

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	STONE MOUNTAIN	734.0	84.00	138.0	15.80	2.0	0.20	36.00	97.00	1.00	3.00
70	STONE MOUNTAIN	960.0	88.50	122.0	11.20	3.0	0.30	38.00	97.40	1.00	2.60
71	STONE MOUNTAIN	916.0	89.30	108.0	10.50	2.0	0.20	39.00	95.00	2.00	5.00
72	STONE MOUNTAIN	718.0	88.00	96.0	11.80	2.0	0.20	34.00	97.00	1.00	3.00
73	STONE MOUNTAIN	964.0	90.80	88.0	8.30	10.0	0.90	33.00	92.00	3.00	8.00
74	STONE MOUNTAIN	958.0	90.50	94.0	8.90	7.0	0.70	43.00	98.00	1.00	2.00
75	STONE MOUNTAIN	630.0	88.90	76.0	10.70	3.0	0.40	26.00	93.00	2.00	7.00
76	STONE MOUNTAIN	636.0	88.50	79.0	11.00	4.0	0.60	29.00	91.00	3.00	9.00
77	STONE MOUNTAIN	674.0	88.30	82.0	10.80	7.0	0.90	31.00	86.00	5.00	14.00
78	STONE MOUNTAIN	664.0	89.80	74.0	9.70	4.0	0.50	31.00	82.00	7.00	18.00
79	STONE MOUNTAIN	636.0	86.90	87.0	11.90	9.0	1.10	30.50	84.00	6.00	16.00
80	STONE MOUNTAIN	619.0	87.10	79.0	11.10	13.0	1.80	30.50	81.00	7.00	19.00
81	STONE MOUNTAIN	617.0	83.60	95.0	12.90	26.0	3.60	28.25	77.00	8.50	23.00
82	STONE MOUNTAIN	631.0	83.00	99.0	13.00	30.0	3.90	27.50	75.00	9.00	25.00
83	STONE MOUNTAIN	583.0	83.20	92.0	13.10	26.0	3.60	27.00	76.00	8.50	24.00
84	STONE MOUNTAIN	585.0	80.60	110.0	15.10	31.0	4.30	27.50	75.30	9.00	24.70
85	STONE MOUNTAIN	647.0	79.10	132.0	16.10	39.0	4.80	27.75	72.50	10.50	27.50
86	STONE MOUNTAIN	633.0	79.00	146.0	18.20	22.0	2.70	28.00	72.00	11.00	28.00

PAGE: 104

ELEMENTARY SCHOOLS, ALL YEARS - STONEVIEW

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	STONEVIEW	382.0	49.00	397.0	51.00	0.0	0.00	34.00	87.00	5.00	13.00
70	STONEVIEW	438.0	51.80	407.0	48.20	0.0	0.00	32.00	84.20	6.00	15.80
71	STONEVIEW	442.0	51.90	406.0	47.70	3.0	0.40	34.00	81.00	7.00	19.00
72	STONEVIEW	463.0	53.30	401.0	46.10	5.0	0.50	33.00	80.00	8.00	20.00
73	STONEVIEW	415.0	51.60	386.0	48.00	3.0	0.40	34.00	81.00	8.00	19.00
74	STONEVIEW	482.0	53.10	423.0	46.60	3.0	0.30	35.00	80.00	9.00	20.00
75	STONEVIEW	411.0	56.10	320.0	43.70	2.0	0.20	28.00	74.00	10.00	26.00
76	STONEVIEW	460.0	59.60	310.0	40.20	2.0	0.30	30.00	81.00	7.00	19.00
77	STONEVIEW	437.0	61.30	275.0	38.60	1.0	0.10	29.00	81.00	7.00	19.00
78	STONEVIEW	422.0	59.90	281.0	39.90	2.0	0.30	31.00	82.00	7.00	18.00
79	STONEVIEW	403.0	59.80	269.0	39.90	2.0	0.30	31.50	84.00	6.00	16.00
80	STONEVIEW	352.0	57.20	261.0	42.40	2.0	0.30	29.50	79.00	8.00	21.00
81	STONEVIEW	331.0	53.50	286.0	46.20	2.0	0.40	26.13	77.00	7.87	23.00
82	STONEVIEW	354.0	54.50	286.0	44.00	9.0	1.50	25.38	77.00	7.37	23.00
83	STONEVIEW	305.0	52.20	268.0	45.90	11.0	1.90	23.25	72.00	9.00	28.00
84	STONEVIEW	367.0	51.90	312.0	44.10	28.0	4.00	25.75	74.10	9.00	25.90
85	STONEVIEW	363.0	48.70	351.0	47.10	31.0	4.20	26.75	72.80	10.00	27.20
86	STONEVIEW	384.0	44.30	459.0	53.00	23.0	2.60	26.00	72.00	10.00	28.00

PAGE: 105

ELEMENTARY SCHOOLS, ALL YEARS - TERRY HILL

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	TERRY HILL	188.0	23.20	617.0	76.40	3.0	0.40	25.00	78.00	7.00	22.00
70	TERRY HILL	51.0	5.90	813.0	94.00	1.0	0.10	27.00	67.50	13.00	32.50
71	TERRY HILL	45.0	5.30	811.0	94.60	1.0	0.10	29.00	78.00	8.00	22.00
72	TERRY HILL	26.0	3.10	821.0	96.70	2.0	0.20	23.00	64.00	13.00	36.00
73	TERRY HILL	20.0	2.50	786.0	97.30	2.0	0.20	22.00	63.00	13.00	37.00
74	TERRY HILL	18.0	2.30	765.0	97.20	4.0	0.50	16.00	44.00	20.00	56.00
75	TERRY HILL	9.0	1.20	724.0	98.20	4.0	0.50	16.00	50.00	16.00	50.00
76	TERRY HILL	6.0	0.80	761.0	98.60	5.0	0.60	18.00	53.00	16.00	47.00
77	TERRY HILL	6.0	0.80	732.0	98.10	8.0	1.10	26.00	72.00	10.00	28.00
78	TERRY HILL	3.0	0.50	625.0	99.00	3.0	0.50	24.00	73.00	9.00	27.00
79	TERRY HILL	5.0	0.80	609.0	99.00	1.0	0.20	21.50	70.00	9.00	30.00
80	TERRY HILL	5.0	0.90	563.0	99.10	0.0	0.00	23.00	77.00	7.00	23.00
81	TERRY HILL	3.0	0.50	551.0	99.50	0.0	0.00	21.00	71.00	8.75	29.00
82	TERRY HILL	5.0	1.00	494.0	98.80	1.0	0.20	18.00	64.00	10.00	36.00
83	TERRY HILL	4.0	0.70	579.0	98.80	3.0	0.50	22.25	71.00	9.00	29.00
84	TERRY HILL	5.0	0.80	629.0	98.40	5.0	0.80	22.00	65.70	11.50	34.30
85	TERRY HILL	12.0	1.80	646.0	97.40	5.0	0.80	23.75	70.40	10.00	29.60
86	TERRY HILL	7.0	1.00	678.0	98.40	4.0	0.60	20.00	59.00	14.00	41.00

PAGE: 2

ELEMENTARY SCHOOLS, ALL YEARS - TILSON

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	TILSON	479.0	84.00	91.0	16.00	0.0	0.00	23.00	96.00	1.00	4.00
70	TILSON	385.0	65.80	200.0	34.20	0.0	0.00	22.00	84.60	4.00	15.40
71	TILSON	225.0	36.50	391.0	63.50	0.0	0.00	22.00	85.00	4.00	15.00
72	TILSON	63.0	10.40	545.0	89.60	0.0	0.00	25.00	86.00	4.00	14.00
73	TILSON	24.0	3.60	640.0	96.40	0.0	0.00	29.00	85.00	5.00	15.00
74	TILSON	8.0	1.10	710.0	98.90	0.0	0.00	16.00	47.00	18.00	53.00
75	TILSON	6.0	0.80	713.0	99.20	0.0	0.00	21.00	60.00	14.00	40.00
76	TILSON	7.0	1.00	728.0	99.00	0.0	0.00	19.00	53.00	17.00	47.00
77	TILSON	6.0	0.90	697.0	99.10	0.0	0.00	27.00	71.00	11.00	29.00
78	TILSON	3.0	0.50	635.0	99.50	0.0	0.00	27.00	75.00	9.00	25.00
79	TILSON	5.0	0.70	677.0	99.10	1.0	0.10	29.00	78.00	8.00	22.00
80	TILSON	2.0	0.30	652.0	99.70	0.0	0.00	29.00	78.00	8.00	22.00
81	TILSON	3.0	0.50	632.0	99.50	0.0	0.00	24.00	76.00	7.75	24.00
82	TILSON	1.0	0.20	577.0	99.80	0.0	0.00	24.00	77.00	7.37	23.00
83	TILSON	2.0	0.30	623.0	99.70	0.0	0.00	23.50	73.00	8.50	27.00
84	TILSON	2.0	0.30	578.0	99.70	0.0	0.00	22.00	68.80	10.00	31.20
85	TILSON	3.0	0.50	616.0	99.50	0.0	0.00	22.75	68.40	10.50	31.60
86	TILSON	2.0	0.30	658.0	99.50	1.0	0.10	22.00	65.00	12.00	35.00

PAGE: 108

ELEMENTARY SCHOOLS, ALL YEARS - TONEY

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	TONEY	930.0	99.90	0.0	0.00	1.0	0.10	35.00	90.00	4.00	10.00
70	TONEY	983.0	97.50	24.0	2.40	1.0	0.10	37.00	90.20	4.00	9.80
71	TONEY	839.0	90.40	89.0	9.60	0.0	0.00	34.00	87.00	5.00	13.00
72	TONEY	389.0	42.20	532.0	57.70	1.0	0.10	34.00	83.00	7.00	17.00
73	TONEY	148.0	15.90	779.0	83.70	4.0	0.40	33.00	83.00	7.00	17.00
74	TONEY	67.0	7.50	824.0	92.00	5.0	0.60	32.00	71.00	13.00	29.00
75	TONEY	29.0	3.30	845.0	96.00	6.0	0.70	25.00	61.00	16.00	39.00
76	TONEY	27.0	2.90	904.0	96.60	5.0	0.50	26.00	58.00	19.00	42.00
77	TONEY	26.0	2.60	987.0	97.00	5.0	0.50	32.00	67.00	16.00	33.00
78	TONEY	15.0	1.60	931.0	97.90	5.0	0.50	33.00	72.00	13.00	28.00
79	TONEY	12.0	1.30	929.0	98.10	6.0	0.60	31.00	70.00	13.00	30.00
80	TONEY	8.0	1.00	830.0	98.80	2.0	0.20	29.00	69.00	13.00	31.00
81	TONEY	8.0	1.00	763.0	98.60	3.0	0.40	26.50	68.00	12.75	32.00
82	TONEY	14.0	1.80	757.0	98.10	1.0	0.10	26.87	70.00	11.75	30.00
83	TONEY	15.0	2.10	702.0	97.80	1.0	0.10	24.75	66.00	12.50	34.00
84	TONEY	13.0	2.00	647.0	98.00	0.0	0.00	24.50	68.10	11.50	31.90
85	TONEY	13.0	1.80	719.0	97.70	4.0	0.50	25.75	64.80	14.00	35.20
86	TONEY	10.0	1.40	694.0	97.70	6.0	0.80	23.00	52.00	14.00	38.00

PAGE: 1

ELEMENTARY SCHOOLS, ALL YEARS - TUCKER

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	TUCKER	0.0	0.00	0.0	0.00	0.0	0.00	25.00	96.00	1.00	4.00
70	TUCKER	0.0	0.00	0.0	0.00	0.0	0.00	26.00	96.00	1.00	4.00
71	TUCKER	497.0	99.80	0.0	0.00	1.0	0.20	20.00	95.00	1.00	5.00
72	TUCKER	596.0	99.80	0.0	0.00	1.0	0.20	24.00	96.00	1.00	4.00
73	TUCKER	537.0	99.80	0.0	0.00	1.0	0.20	24.00	92.00	2.00	8.00
74	TUCKER	506.0	99.20	0.0	0.00	4.0	0.80	23.00	96.00	1.00	4.00
75	TUCKER	453.0	99.10	0.0	0.00	4.0	0.90	21.00	91.00	2.00	9.00
76	TUCKER	445.0	98.90	0.0	0.00	5.0	1.10	19.00	86.00	3.00	14.00
77	TUCKER	422.0	98.80	0.0	0.00	5.0	1.10	19.00	83.00	4.00	17.00
78	TUCKER	468.0	98.70	1.0	0.20	4.0	0.90	21.00	84.00	4.00	16.00
79	TUCKER	442.0	98.90	1.0	0.20	4.0	0.90	23.00	85.00	4.00	15.00
80	TUCKER	403.0	98.10	1.0	0.20	7.0	1.70	21.00	81.00	5.00	19.00
81	TUCKER	351.0	97.80	5.0	1.40	3.0	0.80	16.00	65.00	4.50	35.00
82	TUCKER	318.0	98.10	5.0	1.50	1.0	0.30	15.50	74.00	4.50	26.00

PAGE: 112

ELEMENTARY SCHOOLS, ALL YEARS - VANDERLYN

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
73	VANDERLYN	631.0	99.40	2.0	0.30	2.0	0.30	24.00	96.00	1.00	4.00
74	VANDERLYN	713.0	99.60	2.0	0.30	1.0	0.10	29.00	97.00	1.00	3.00
75	VANDERLYN	470.0	99.40	2.0	0.40	1.0	0.20	25.00	93.00	2.00	7.00
76	VANDERLYN	537.0	99.30	2.0	0.40	2.0	0.40	22.00	88.00	3.00	12.00
77	VANDERLYN	563.0	99.10	4.0	0.70	1.0	0.20	24.00	86.00	4.00	14.00
78	VANDERLYN	677.0	98.10	9.0	1.30	4.0	0.60	27.00	84.00	5.00	16.00
79	VANDERLYN	658.0	96.50	16.0	2.30	8.0	1.10	28.00	82.00	6.00	18.00
80	VANDERLYN	616.0	96.10	16.0	2.50	9.0	1.40	28.50	83.00	6.00	17.00
81	VANDERLYN	555.0	95.70	16.0	2.80	9.0	1.60	23.00	77.00	7.00	23.00
82	VANDERLYN	497.0	95.60	14.0	2.70	9.0	1.80	21.50	78.00	6.00	22.00
83	VANDERLYN	427.0	93.00	19.0	4.10	13.0	2.90	18.00	75.00	6.00	25.00
84	VANDERLYN	379.0	91.80	17.0	4.10	17.0	4.10	17.50	74.50	6.00	25.50
85	VANDERLYN	518.0	90.90	18.0	3.10	34.0	6.00	23.00	76.70	7.00	23.30
86	VANDERLYN	578.0	90.60	20.0	3.10	40.0	6.30	28.00	82.40	6.00	17.60

PAGE: 113

ELEMENTARY SCHOOLS, ALL YEARS - W D THOMPSON

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	W D THOMPSON	431.0	99.10	4.0	0.90	0.0	0.00	18.00	90.00	2.00	10.00
70	W D THOMPSON	375.0	97.90	6.0	1.60	2.0	0.50	18.00	90.00	2.00	10.00
71	W D THOMPSON	360.0	98.90	3.0	0.80	1.0	0.30	17.00	94.00	1.00	6.00

PAGE: 114

ELEMENTARY SCHOOLS, ALL YEARS - WADSWORTH

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	WADSWORTH	516.0	100.00	0.0	0.00	0.0	0.00	23.00	96.00	1.00	4.00
70	WADSWORTH	472.0	100.00	0.0	0.00	0.0	0.00	28.00	96.60	1.00	3.40
71	WADSWORTH	484.0	99.40	3.0	0.60	0.0	0.00	30.00	91.00	3.00	9.00
72	WADSWORTH	446.0	94.30	27.0	5.70	0.0	0.00	33.00	97.00	1.00	3.00
73	WADSWORTH	329.0	73.00	121.0	26.80	1.0	0.20	27.00	84.00	5.00	16.00
74	WADSWORTH	232.0	48.80	242.0	50.90	1.0	0.20	24.00	92.00	2.00	8.00
75	WADSWORTH	133.0	31.40	287.0	67.80	3.0	0.70	21.00	81.00	5.00	19.00
76	WADSWORTH	85.0	19.00	359.0	80.30	3.0	0.70	20.00	80.00	5.00	20.00
77	WADSWORTH	61.0	12.50	423.0	86.90	3.0	0.60	26.00	84.00	5.00	16.00
78	WADSWORTH	52.0	10.30	450.0	88.90	4.0	0.80	27.00	84.00	5.00	16.00
79	WADSWORTH	23.0	4.80	455.0	94.40	4.0	0.80	24.50	82.00	5.50	18.00
80	WADSWORTH	26.0	5.30	454.0	92.80	9.0	1.80	24.00	77.00	7.00	23.00
81	WADSWORTH	18.0	3.90	434.0	94.60	7.0	1.50	18.00	71.00	7.25	29.00
82	WADSWORTH	14.0	3.20	415.0	93.50	15.0	3.40	17.00	72.00	6.50	28.00
83	WADSWORTH	8.0	2.00	379.0	95.70	9.0	2.30	14.25	66.00	7.50	34.00
84	WADSWORTH	10.0	2.50	378.0	95.40	8.0	2.00	14.00	63.60	8.00	36.40
85	WADSWORTH	10.0	2.40	410.0	96.70	4.0	0.90	15.50	64.60	8.50	35.40
86	WADSWORTH	13.0	3.00	419.0	96.70	1.0	0.20	16.00	70.00	7.00	30.00

PAGE: 115

ELEMENTARY SCHOOLS, ALL YEARS - WARREN

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	WARREN	0.0	0.00	0.0	0.00	0.0	0.00	26.00	100.00	0.00	0.00
71	WARREN	609.0	99.30	0.0	0.00	4.0	0.70	27.00	96.00	1.00	4.00
72	WARREN	532.0	98.20	0.0	0.00	10.0	1.90	25.00	96.00	1.00	4.00
73	WARREN	470.0	97.90	0.0	0.00	10.0	2.10	21.00	91.00	2.00	9.00
74	WARREN	508.0	98.10	0.0	0.00	10.0	2.00	26.00	96.00	1.00	4.00
75	WARREN	439.0	97.30	1.0	0.20	11.0	2.40	25.00	93.00	2.00	7.00
76	WARREN	426.0	97.70	1.0	0.20	9.0	2.10	21.00	88.00	3.00	12.00
77	WARREN	423.0	98.60	1.0	0.20	5.0	1.20	21.00	84.00	4.00	16.00
78	WARREN	387.0	93.90	7.0	1.70	18.0	4.40	21.00	84.00	4.00	16.00
79	WARREN	324.0	92.80	10.0	2.90	15.0	4.30	19.00	83.00	4.00	17.00
80	WARREN	267.0	90.20	15.0	5.10	14.0	4.70	18.00	78.00	5.00	22.00
81	WARREN	231.0	87.20	21.0	7.90	13.0	4.90	12.50	71.00	5.00	29.00
82	WARREN	207.0	86.60	21.0	8.80	11.0	4.60	13.12	77.00	4.00	23.00

PAGE: 116

ELEMENTARY SCHOOLS, ALL YEARS - WESLEY CHAPEL

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	WESLEY CHAPEL	622.0	99.40	4.0	0.60	0.0	0.00	23.00	92.00	2.00	8.00
70	WESLEY CHAPEL	344.0	100.00	0.0	0.00	0.0	0.00	16.00	88.90	2.00	11.10
71	WESLEY CHAPEL	492.0	99.80	0.0	0.00	1.0	0.20	21.00	91.00	2.00	9.00
72	WESLEY CHAPEL	669.0	99.70	0.0	0.00	2.0	0.30	28.00	93.00	2.00	7.00
73	WESLEY CHAPEL	829.0	99.80	0.0	0.00	2.0	0.20	31.00	94.00	2.00	6.00
74	WESLEY CHAPEL	755.0	99.50	4.0	0.50	0.0	0.00	29.00	91.00	3.00	9.00

ELEMENTARY SCHOOLS, ALL YEARS - WOODRIDGE

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
75	WOODRIDGE	449.0	99.20	0.0	0.00	4.0	0.80	23.00	88.00	3.00	12.00
76	WOODRIDGE	559.0	98.20	4.0	0.70	6.0	1.10	22.00	88.00	3.00	12.00
77	WOODRIDGE	642.0	98.00	4.0	0.60	9.0	1.40	25.00	83.00	5.00	17.00
78	WOODRIDGE	737.0	95.50	11.0	1.40	24.0	3.10	30.00	83.00	6.00	17.00
79	WOODRIDGE	805.0	95.40	16.0	1.90	23.0	2.70	32.00	83.00	6.50	17.00
80	WOODRIDGE	790.0	93.50	22.0	2.60	33.0	3.90	33.00	83.00	7.00	17.00
81	WOODRIDGE	807.0	91.20	33.0	3.70	45.0	5.10	33.00	79.00	9.00	21.00
82	WOODRIDGE	683.0	89.80	33.0	4.30	45.0	5.90	28.00	74.00	10.00	26.00
83	WOODRIDGE	590.0	85.60	53.0	7.70	46.0	6.70	23.50	71.00	9.50	29.00
84	WOODRIDGE	554.0	79.80	87.0	12.50	53.0	7.60	26.00	75.40	8.50	24.60
85	WOODRIDGE	527.0	73.80	135.0	18.90	52.0	7.30	26.25	73.40	9.50	26.60
86	WOODRIDGE	508.0	68.00	170.0	22.70	69.0	9.20	29.00	76.00	9.00	24.00

ELEMENTARY SCHOOLS, ALL YEARS - WOODWARD

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	WOODWARD	699.0	99.90	1.0	0.10	0.0	0.00	26.00	96.00	1.00	4.00
70	WOODWARD	643.0	100.00	0.0	0.00	0.0	0.00	28.00	96.60	1.00	3.40
71	WOODWARD	584.0	100.00	0.0	0.00	0.0	0.00	25.00	93.00	2.00	7.00
72	WOODWARD	557.0	98.60	0.0	0.00	7.0	1.20	24.00	92.00	2.00	8.00
73	WOODWARD	554.0	97.50	1.0	0.20	13.0	2.30	21.00	91.00	2.00	9.00
74	WOODWARD	595.0	95.70	1.0	0.20	26.0	4.20	28.00	93.00	2.00	7.00
75	WOODWARD	583.0	87.30	34.0	5.20	51.0	7.50	28.00	90.00	3.00	10.00
76	WOODWARD	551.0	82.20	47.0	7.00	72.0	10.70	27.00	90.00	3.00	10.00
77	WOODWARD	498.0	79.20	46.0	7.30	85.0	13.50	27.00	87.00	4.00	13.00
78	WOODWARD	397.0	73.50	50.0	9.30	93.0	17.20	23.00	82.00	5.00	18.00
79	WOODWARD	331.0	66.10	58.0	11.60	112.0	22.40	22.50	82.00	5.00	18.00
80	WOODWARD	289.0	66.30	51.0	11.70	96.0	22.00	22.50	82.00	5.00	18.00
81	WOODWARD	276.0	61.10	69.0	15.30	107.0	23.60	17.50	74.00	6.25	26.00
82	WOODWARD	248.0	55.70	87.0	19.60	110.0	24.70	18.50	75.00	6.25	25.00
83	WOODWARD	207.0	53.50	71.0	18.30	109.0	28.20	17.75	70.00	7.50	30.00
84	WOODWARD	234.0	48.00	114.0	23.40	140.0	28.70	19.50	75.00	6.50	25.00
85	WOODWARD	215.0	40.10	157.0	29.30	164.0	30.60	20.25	73.00	7.50	27.00
86	WOODWARD	186.0	32.30	183.0	31.80	207.0	35.90	21.00	70.00	9.00	30.00

HIGH SCHOOLS, ALL YEARS - BRIARCLIFF

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	BRIARCLIFF	1,746.0	99.10	7.0	0.40	8.0	0.50	70.00	93.00	4.00	7.00
70	BRIARCLIFF	1,605.0	99.10	6.0	0.40	8.0	0.50	68.00	94.00	4.00	6.00
71	BRIARCLIFF	1,555.0	99.10	4.0	0.30	10.0	0.60	66.00	96.00	3.00	4.00
72	BRIARCLIFF	1,550.0	99.00	2.0	0.10	13.0	0.80	69.00	97.00	2.00	3.00
73	BRIARCLIFF	1,463.0	98.30	3.0	0.20	23.0	1.60	68.00	97.00	2.00	3.00
74	BRIARCLIFF	1,336.0	97.20	3.0	0.20	35.0	2.60	62.00	98.00	1.00	2.00
75	BRIARCLIFF	1,221.0	97.00	2.0	0.20	36.0	2.80	52.00	93.00	4.00	7.00
76	BRIARCLIFF	1,143.0	96.50	3.0	0.30	39.0	3.30	54.00	89.00	7.00	11.00
77	BRIARCLIFF	1,039.0	96.20	5.0	0.50	36.0	3.30	46.00	85.00	8.00	15.00
78	BRIARCLIFF	936.0	93.90	18.0	1.80	43.0	4.30	46.00	84.00	9.00	16.00
79	BRIARCLIFF	785.0	91.30	31.0	3.60	44.0	5.10	48.00	84.00	9.00	16.00
80	BRIARCLIFF	699.0	82.10	90.0	10.60	62.0	7.30	50.00	82.00	11.00	18.00
81	BRIARCLIFF	616.0	76.10	123.0	15.20	70.0	8.60	33.50	80.00	8.50	20.00
82	BRIARCLIFF	560.0	62.40	246.0	27.40	91.0	10.10	33.00	76.00	10.50	24.00
83	BRIARCLIFF	444.0	50.90	362.0	41.50	67.0	7.60	34.50	80.00	8.50	20.00
84	BRIARCLIFF	421.0	46.90	383.0	42.70	93.0	10.40	32.00	74.00	11.00	26.00
85	BRIARCLIFF	356.0	46.80	360.0	47.40	44.0	5.80	31.50	72.00	12.50	28.00
	BRIARCLIFF	213.0	43.50	254.0	51.80	23.0	4.70	28.00	75.00	9.50	25.00

HIGH SCHOOLS, ALL YEARS - CEDAR GROVE

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
72	CEDAR GROVE	428.0	87.70	59.0	12.10	1.0	0.20	24.00	96.00	1.00	4.00
73	CEDAR GROVE	605.0	85.20	103.0	14.50	2.0	0.20	24.00	92.00	2.00	0.80
74	CEDAR GROVE	709.0	86.30	111.0	13.50	2.0	0.20	38.00	93.00	3.00	7.00
75	CEDAR GROVE	736.0	84.70	126.0	14.50	7.0	0.80	40.00	91.00	4.00	9.00
76	CEDAR GROVE	771.0	78.80	201.0	20.50	7.0	0.70	45.00	83.00	9.00	17.00
77	CEDAR GROVE	702.0	67.20	329.0	31.50	14.0	1.40	43.00	84.00	9.00	16.00
78	CEDAR GROVE	557.0	51.00	526.0	48.20	9.0	0.90	45.00	80.00	11.00	20.00
79	CEDAR GROVE	385.0	38.70	606.0	60.90	4.0	0.40	39.00	80.00	10.00	20.00
80	CEDAR GROVE	265.0	29.20	641.0	70.60	2.0	0.20	40.00	82.00	9.00	18.00
81	CEDAR GROVE	201.0	23.10	685.0	76.50	3.0	0.30	33.50	76.00	10.50	24.00
82	CEDAR GROVE	185.0	22.00	652.0	77.50	4.0	0.50	31.00	73.00	11.50	27.00
83	CEDAR GROVE	144.0	17.60	665.0	82.00	2.0	0.20	31.00	74.00	11.00	26.00
84	CEDAR GROVE	86.0	10.90	700.0	88.60	4.0	0.50	31.00	75.00	10.50	25.00
85	CEDAR GROVE	68.0	8.50	731.0	91.30	2.0	0.20	29.00	68.00	13.50	32.00
86	CEDAR GROVE	62.0	7.80	729.0	91.70	4.0	0.50	32.50	71.00	13.00	29.00

HIGH SCHOOLS, ALL YEARS - CHAMBLEE

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	CHAMBLEE	1,719.0	96.70	59.0	3.30	0.0	0.00	87.00	97.00	3.00	3.00
70	CHAMBLEE	1,764.0	96.40	61.0	3.30	4.0	0.30	80.00	96.00	3.00	4.00
71	CHAMBLEE	1,718.0	96.10	66.0	3.70	3.0	0.20	82.00	96.00	3.00	4.00
72	CHAMBLEE	1,718.0	96.20	64.0	3.60	4.0	0.30	81.00	95.00	4.00	5.00
73	CHAMBLEE	1,696.0	96.10	62.0	3.50	7.0	0.40	76.00	93.00	6.00	7.00
74	CHAMBLEE	1,630.0	96.60	51.0	3.00	7.0	0.50	74.00	96.00	3.00	4.00
75	CHAMBLEE	1,618.0	95.30	76.0	4.50	4.0	0.20	68.00	88.00	9.00	12.00
76	CHAMBLEE	1,532.0	94.70	76.0	4.70	10.0	0.60	61.00	85.00	11.00	15.00
77	CHAMBLEE	1,491.0	94.20	74.0	4.70	17.0	1.10	61.00	84.00	12.00	16.00
78	CHAMBLEE	1,349.0	92.70	92.0	6.30	15.0	1.10	59.00	86.00	10.00	14.00
79	CHAMBLEE	1,269.0	92.30	90.0	6.50	16.0	1.20	55.00	85.00	10.00	15.00
80	CHAMBLEE	1,160.0	91.60	91.0	7.20	16.0	1.20	52.00	83.00	11.00	17.00
81	CHAMBLEE	1,096.0	88.90	104.0	8.40	33.0	2.70	46.50	79.00	12.50	21.00
82	CHAMBLEE	1,052.0	88.20	120.0	10.10	21.0	1.70	47.00	78.00	13.00	22.00
83	CHAMBLEE	975.0	87.40	124.0	11.10	16.0	1.50	43.00	80.00	11.00	20.00
84	CHAMBLEE	949.0	85.00	140.0	12.50	28.0	2.50	40.00	74.00	14.00	26.00
85	CHAMBLEE	851.0	82.90	142.0	13.80	33.0	3.20	41.00	79.00	11.00	21.00
86	CHAMBLEE	764.0	78.30	169.0	17.30	43.0	4.40	37.50	76.00	12.00	24.00

HIGH SCHOOLS, ALL YEARS - CLARKSTON

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	CLARKSTON	1,367.0	87.10	202.0	12.90	1.0	0.10	64.00	89.00	8.00	11.00
70	CLARKSTON	1,454.0	87.80	200.0	12.10	2.0	0.20	68.00	92.00	6.00	8.00
71	CLARKSTON	1,673.0	89.60	193.0	10.30	2.0	0.10	78.00	95.00	4.00	5.00
72	CLARKSTON	1,768.0	90.30	184.0	9.40	5.0	0.30	98.00	98.00	2.00	2.00
73	CLARKSTON	1,892.0	91.60	165.0	8.00	9.0	0.40	87.00	94.00	6.00	6.00
74	CLARKSTON	2,019.0	93.90	124.0	5.80	8.0	0.40	93.00	97.00	3.00	3.00
75	CLARKSTON	1,944.0	94.80	98.0	4.80	9.0	0.20	87.00	92.00	8.00	8.00
76	CLARKSTON	1,661.0	94.70	86.0	4.90	7.0	0.50	68.00	87.00	10.00	13.00
77	CLARKSTON	1,458.0	93.70	75.0	4.80	23.0	1.60	61.00	85.00	11.00	15.00
78	CLARKSTON	1,383.0	92.10	93.0	6.20	26.0	1.70	61.00	84.00	12.00	16.00
79	CLARKSTON	1,332.0	89.50	115.0	7.70	41.0	2.70	60.00	83.00	12.00	17.00
80	CLARKSTON	1,306.0	89.50	109.0	7.50	44.0	3.00	63.00	82.00	14.00	18.00
81	CLARKSTON	1,211.0	86.70	142.0	10.20	44.0	3.10	54.50	80.00	14.00	20.00
82	CLARKSTON	1,197.0	84.50	165.0	11.60	55.0	3.90	54.50	78.00	15.00	22.00
83	CLARKSTON	1,182.0	82.90	173.0	12.10	70.0	4.90	53.00	77.00	16.00	23.00
84	CLARKSTON	1,125.0	76.80	239.0	16.30	100.0	6.80	54.00	76.00	17.00	24.00
85	CLARKSTON	1,043.0	72.20	298.0	20.60	103.0	7.10	52.00	73.00	19.00	27.00
86	CLARKSTON	940.0	67.10	349.0	25.00	111.0	7.90	51.50	74.00	18.00	26.00

HIGH SCHOOLS, ALL YEARS - COLUMBIA

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	COLUMBIA	2,179.0	99.40	7.0	0.30	7.0	0.30	90.00	95.00	5.00	5.00
70	COLUMBIA	2,207.0	98.30	34.0	1.50	5.0	0.20	94.00	96.00	3.00	4.00
71	COLUMBIA	2,220.0	96.70	69.0	3.00	7.0	0.30	94.00	96.00	4.00	4.00
72	COLUMBIA	1,918.0	90.20	198.0	9.30	11.0	0.50	89.00	90.00	8.00	10.00
73	COLUMBIA	1,461.0	78.50	390.0	21.00	9.0	0.50	85.00	89.00	10.00	11.00
74	COLUMBIA	1,138.0	64.10	626.0	35.20	12.0	0.70	63.00	76.00	20.00	24.00
75	COLUMBIA	868.0	49.60	869.0	49.60	14.0	0.80	64.00	79.00	17.00	21.00
76	COLUMBIA	647.0	36.70	1,105.0	62.70	11.0	0.60	66.00	80.00	16.00	20.00
77	COLUMBIA	422.0	23.10	1,395.0	76.40	9.0	0.50	71.00	83.00	15.00	17.00
78	COLUMBIA	198.0	11.40	1,529.0	87.80	14.0	0.90	65.00	76.00	20.00	24.00
79	COLUMBIA	99.0	5.60	1,649.0	93.80	9.0	0.50	65.00	81.00	17.00	19.00
80	COLUMBIA	70.0	4.00	1,680.0	95.50	9.0	0.50	68.00	79.00	18.00	21.00
81	COLUMBIA	64.0	3.70	1,676.0	95.80	9.0	0.50	62.50	73.00	23.00	27.00
82	COLUMBIA	44.0	2.50	1,694.0	96.90	10.0	0.70	62.00	71.00	25.50	29.00
83	COLUMBIA	40.0	2.20	1,728.0	97.10	11.0	0.70	64.00	73.00	23.50	27.00
84	COLUMBIA	32.0	1.90	1,651.0	96.90	21.0	1.20	60.50	70.00	25.50	30.00
85	COLUMBIA	11.0	0.70	1,572.0	98.10	19.0	1.20	54.50	65.00	28.50	35.00
86	COLUMBIA	10.0	0.70	1,462.0	98.40	14.0	0.90	50.00	65.00	27.00	35.00

HIGH SCHOOLS, ALL YEARS - CROSS KEYS

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	CROSS KEYS	1,920.0	93.50	130.0	6.30	3.0	0.10	91.00	96.00	5.00	4.00
70	CROSS KEYS	1,738.0	94.30	103.0	5.60	3.0	0.20	84.00	93.00	6.00	7.00
71	CROSS KEYS	1,720.0	93.70	114.0	6.20	2.0	0.10	80.00	95.00	4.00	5.00
72	CROSS KEYS	1,545.0	92.80	108.0	6.50	12.0	0.70	75.00	96.00	3.00	4.00
73	CROSS KEYS	1,386.0	92.00	99.0	6.60	21.0	1.40	64.00	88.00	9.00	12.00
74	CROSS KEYS	1,379.0	90.00	113.0	7.40	40.0	2.60	69.00	95.00	4.00	5.00
75	CROSS KEYS	1,247.0	89.30	99.0	7.10	51.0	3.70	63.00	90.00	7.00	10.00
76	CROSS KEYS	1,247.0	89.60	78.0	5.60	67.0	4.90	58.00	85.00	10.00	15.00
77	CROSS KEYS	1,272.0	89.70	68.0	4.80	78.0	5.50	59.00	84.00	11.00	16.00
78	CROSS KEYS	1,205.0	89.80	53.0	3.90	84.0	6.10	53.00	83.00	11.00	17.00
79	CROSS KEYS	1,066.0	87.20	65.0	5.30	91.0	7.40	46.00	81.00	11.00	19.00
80	CROSS KEYS	995.0	86.30	62.0	5.40	96.0	8.30	50.00	81.00	12.00	19.00
81	CROSS KEYS	882.0	83.70	73.0	6.90	99.0	9.40	41.50	80.00	11.00	20.00
82	CROSS KEYS	793.0	80.30	84.0	8.50	110.0	11.20	37.50	75.00	12.50	25.00
83	CROSS KEYS	794.0	77.20	108.0	10.50	126.0	12.30	39.00	76.00	12.50	24.00
84	CROSS KEYS	762.0	72.30	161.0	15.30	131.0	12.40	39.50	73.00	14.25	27.00
85	CROSS KEYS	637.0	59.40	219.0	20.40	217.0	20.20	37.00	72.00	14.25	28.00
86	CROSS KEYS	531.0	51.80	273.0	26.70	220.0	21.50	37.50	73.00	14.00	27.00

HIGH SCHOOLS, ALL YEARS - DRUID HILLS

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	DRUID HILLS	1,170.0	94.60	66.0	5.30	1.0	0.10	58.00	97.00	2.00	3.00
70	DRUID HILLS	1,150.0	94.30	66.0	5.40	4.0	0.40	56.00	97.00	2.00	3.00
71	DRUID HILLS	1,091.0	93.50	72.0	6.20	4.0	0.30	55.00	96.00	2.00	4.00
72	DRUID HILLS	1,029.0	94.90	50.0	4.60	5.0	0.50	53.00	96.00	2.00	4.00
73	DRUID HILLS	972.0	94.50	48.0	4.70	9.0	0.90	48.00	91.00	5.00	9.00
74	DRUID HILLS	949.0	91.30	82.0	7.90	8.0	0.80	49.00	96.00	2.00	4.00
75	DRUID HILLS	911.0	90.60	80.0	8.00	14.0	1.40	48.00	94.00	3.00	6.00
76	DRUID HILLS	993.0	88.70	99.0	9.40	20.0	1.90	44.00	86.00	7.00	14.00
77	DRUID HILLS	834.0	84.50	128.0	13.00	25.0	2.50	43.00	86.00	7.00	14.00
78	DRUID HILLS	771.0	83.50	128.0	13.90	24.0	2.60	36.00	84.00	7.00	16.00
79	DRUID HILLS	704.0	80.10	151.0	17.20	24.0	2.70	41.00	82.00	9.00	18.00
80	DRUID HILLS	652.0	71.70	232.0	25.60	25.0	2.70	46.00	82.00	10.00	18.00
81	DRUID HILLS	613.0	59.10	394.0	38.00	31.0	3.00	41.00	80.00	10.50	20.00
82	DRUID HILLS	620.0	59.30	396.0	37.90	30.0	2.70	39.00	76.00	12.00	24.00
83	DRUID HILLS	617.0	53.60	508.0	44.10	26.0	2.20	42.00	74.00	14.50	26.00
84	DRUID HILLS	595.0	49.30	590.0	48.80	23.0	1.90	43.50	74.00	15.50	26.00
85	DRUID HILLS	521.0	48.10	539.0	49.80	23.0	2.10	41.50	76.00	13.00	24.00
86	DRUID HILLS	497.0	53.00	413.0	44.00	28.0	2.90	36.50	74.00	12.50	26.00

HIGH SCHOOLS, ALL YEARS - DUNWOODY

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
72	DUNWOODY	908.0	99.90	0.0	0.00	1.0	0.10	41.00	100.00	0.00	0.00
73	DUNWOODY	1,400.0	99.70	0.0	0.00	4.0	0.30	58.00	91.00	6.00	9.00
74	DUNWOODY	1,749.0	99.50	0.0	0.00	8.0	0.50	77.00	96.00	3.00	4.00
75	DUNWOODY	1,799.0	99.60	0.0	0.00	7.0	0.40	77.00	92.00	7.00	8.00
76	DUNWOODY	1,841.0	99.60	1.0	0.10	7.0	0.40	76.00	89.00	9.00	11.00
77	DUNWOODY	1,905.0	99.40	2.0	0.10	9.0	0.50	74.00	85.00	13.00	15.00
78	DUNWOODY	2,017.0	99.40	4.0	0.20	8.0	0.30	79.00	84.00	15.00	16.00
79	DUNWOODY	2,013.0	99.60	4.0	0.20	4.0	0.20	78.00	83.00	16.00	17.00
80	DUNWOODY	1,958.0	98.90	10.0	0.50	11.0	0.70	78.00	81.00	18.00	19.00
81	DUNWOODY	1,927.0	98.90	6.0	0.30	16.0	0.80	72.00	76.00	20.50	24.00
82	DUNWOODY	1,847.0	98.60	9.0	0.50	17.0	1.00	69.00	77.00	20.50	23.00
83	DUNWOODY	1,760.0	98.10	11.0	0.60	23.0	1.30	66.00	77.00	19.50	23.00
84	DUNWOODY	1,759.0	97.30	15.0	0.80	33.0	1.80	65.00	75.00	21.50	25.00
85	DUNWOODY	1,687.0	96.30	23.0	1.30	42.0	2.40	63.00	75.00	21.50	25.00
86	DUNWOODY	1,497.0	94.60	38.0	2.40	47.0	2.[illegible]	59.50	76.00	19.00	24.00

HIGH SCHOOLS, ALL YEARS - GORDON

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	GORDON	1,291.0	83.40	255.0	16.50	2.0	0.20	70.00	96.00	3.00	4.00
70	GORDON	1,116.0	71.20	450.0	28.70	2.0	0.20	69.00	92.00	5.00	8.00
71	GORDON	856.0	54.10	725.0	45.80	2.0	0.10	63.00	84.00	12.00	16.00
72	GORDON	369.0	27.00	996.0	72.90	1.0	0.10	59.00	76.00	19.00	24.00
73	GORDON	171.0	11.40	1,334.0	88.60	0.0	0.00	55.00	74.00	19.00	26.00
74	GORDON	38.0	2.60	1,438.0	97.40	0.0	0.00	35.00	46.00	41.00	54.00
75	GORDON	19.0	1.30	1,489.0	98.70	1.0	0.10	38.00	52.00	35.00	48.00
76	GORDON	9.0	0.60	1,574.0	99.40	1.0	0.10	37.00	~~52.60~~ 53.6	~~3.00~~ 33.0	~~2.50~~ 46.4
77	GORDON	10.0	0.60	1,584.0	99.30	1.0	0.10	46.00	64.00	26.00	36.00
78	GORDON	7.0	0.50	1,467.0	99.50	1.0	0.10	43.00	61.00	27.00	39.00
79	GORDON	6.0	0.40	1,406.0	99.50	1.0	0.10	46.00	67.00	23.00	33.00
80	GORDON	8.0	0.60	1,275.0	99.40	0.0	0.00	52.00	70.00	22.00	30.00
81	GORDON	4.0	0.30	1,226.0	99.60	1.0	0.10	42.00	66.00	21.50	34.00
82	GORDON	2.0	0.20	1,170.0	99.70	1.0	0.10	39.00	63.00	22.50	37.00
83	GORDON	4.0	0.40	1,068.0	99.50	1.0	0.10	35.00	61.00	22.00	39.00
84	GORDON	4.0	0.40	1,011.0	99.40	2.0	0.20	31.00	61.00	19.75	39.00
85	GORDON	3.0	0.30	915.0	99.60	1.0	0.10	31.50	61.00	20.25	39.00
86	GORDON	3.0	0.30	831.0	99.50	1.0	0.10	36.50	65.00	20.00	35.00

HIGH SCHOOLS, ALL YEARS - HENDERSON

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	HENDERSON	1,830.0	99.80	1.0	0.10	2.0	0.10	75.00	96.00	3.00	4.00
70	HENDERSON	2,093.0	99.90	2.0	0.10	1.0	0.10	86.00	97.00	3.00	3.00
71	HENDERSON	2,180.0	99.90	1.0	0.10	1.0	0.10	91.00	97.00	3.00	3.00
72	HENDERSON	2,236.0	99.80	1.0	0.10	3.0	0.10	101.00	98.00	2.00	2.00
73	HENDERSON	2,172.0	99.60	0.0	0.00	9.0	0.40	97.00	96.00	4.00	4.00
74	HENDERSON	2,063.0	99.50	0.0	0.00	11.0	0.50	95.00	99.00	1.00	1.00
75	HENDERSON	1,963.0	99.50	0.0	0.00	10.0	0.50	84.00	93.00	6.00	7.00
76	HENDERSON	1,933.0	99.30	1.0	0.10	13.0	0.80	78.00	90.00	9.00	10.00
77	HENDERSON	1,874.0	99.30	0.0	0.00	14.0	0.70	71.00	86.00	12.00	14.00
78	HENDERSON	1,883.0	98.80	3.0	0.20	20.0	1.10	73.00	85.00	13.00	15.00
79	HENDERSON	1,763.0	98.10	2.0	0.10	32.0	1.80	68.00	82.00	15.00	18.00
80	HENDERSON	1,615.0	97.30	12.0	0.70	33.0	2.10	66.00	81.00	15.00	19.00
81	HENDERSON	1,434.0	96.80	12.0	0.80	36.0	2.40	55.50	79.00	15.00	21.00
82	HENDERSON	1,341.0	95.20	30.0	2.10	37.0	2.70	53.50	79.00	14.00	21.00
83	HENDERSON	1,289.0	91.50	72.0	5.10	48.0	3.40	53.00	77.00	16.00	23.00
84	HENDERSON	1,196.0	86.10	127.0	9.10	66.0	4.80	52.00	78.00	14.50	22.00
85	HENDERSON	1,130.0	79.10	217.0	15.20	81.0	5.70	51.00	74.00	18.00	26.00
86	HENDERSON	1,020.0	64.80	448.0	28.40	107.0	6.80	55.00	72.00	21.00	28.00

HIGH SCHOOLS, ALL YEARS - LAKESIDE

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	LAKESIDE	1,997.0	99.20	15.0	0.70	1.0	0.10	83.33	94.00	5.00	6.00
70	LAKESIDE	1,980.0	99.00	17.0	0.90	1.0	0.10	84.00	98.00	2.00	2.00
71	LAKESIDE	1,994.0	99.20	13.0	0.60	3.0	0.10	84.00	98.00	2.00	2.00
72	LAKESIDE	1,900.0	99.20	13.0	0.70	3.0	0.20	85.00	97.00	3.00	3.00
73	LAKESIDE	1,953.0	99.20	12.0	0.60	4.0	0.20	83.00	95.00	4.00	5.00
74	LAKESIDE	2,008.0	98.70	16.0	0.80	7.0	0.30	90.00	98.00	2.00	2.00
75	LAKESIDE	1,991.0	98.80	15.0	0.70	9.0	0.40	87.00	95.00	5.00	5.00
76	LAKESIDE	1,932.0	98.30	16.0	0.80	17.0	1.00	80.00	91.00	8.00	9.00
77	LAKESIDE	1,934.0	98.10	18.0	0.90	19.0	1.10	76.00	85.00	13.00	15.00
78	LAKESIDE	1,763.0	97.30	23.0	1.30	25.0	1.40	70.00	84.00	13.00	16.00
79	LAKESIDE	1,579.0	96.60	30.0	1.80	26.0	1.60	63.00	83.00	13.00	17.00
80	LAKESIDE	1,419.0	93.40	66.0	4.30	34.0	2.30	60.00	81.00	14.00	19.00
81	LAKESIDE	1,281.0	89.50	103.0	7.20	47.0	3.20	56.00	81.00	13.00	19.00
82	LAKESIDE	1,157.0	79.60	247.0	17.00	49.0	3.40	54.00	77.00	16.00	23.00
83	LAKESIDE	1,038.0	68.30	427.0	28.10	54.0	3.60	57.50	75.00	19.50	25.00
84	LAKESIDE	905.0	59.90	547.0	36.20	59.0	3.90	56.00	74.00	20.00	26.00
85	LAKESIDE	850.0	56.10	611.0	40.30	55.0	3.60	55.50	74.00	19.50	26.00
86	LAKESIDE	788.0	53.20	638.0	43.10	54.0	3.60	55.50	74.00	20.00	26.00

HIGH SCHOOLS, ALL YEARS - LITHONIA

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	LITHONIA	580.0	65.00	312.0	35.00	0.0	0.00	44.00	86.00	7.00	14.00
70	LITHONIA	600.0	67.90	284.0	32.10	0.0	0.00	42.00	91.00	6.00	9.00
71	LITHONIA	639.0	69.70	278.0	30.30	0.0	0.00	46.00	85.00	8.00	15.00
72	LITHONIA	676.0	71.50	270.0	28.50	0.0	0.00	42.00	82.00	9.00	18.00
73	LITHONIA	692.0	71.70	273.0	28.30	0.0	0.00	42.00	82.00	9.00	18.00
74	LITHONIA	994.0	78.10	277.0	21.80	2.0	0.20	54.00	86.00	9.00	14.00
75	LITHONIA	1,104.0	78.10	304.0	21.50	6.0	0.40	60.00	86.00	10.00	14.00
76	LITHONIA	920.0	74.40	311.0	25.20	5.0	0.40	56.00	86.00	9.00	14.00
77	LITHONIA	918.0	75.60	293.0	24.10	3.0	0.30	51.00	84.00	10.00	16.00
78	LITHONIA	937.0	75.60	300.0	24.20	2.0	0.20	51.00	81.00	12.00	19.00
79	LITHONIA	946.0	75.00	311.0	24.60	5.0	0.40	53.00	83.00	11.00	17.00
80	LITHONIA	945.0	74.00	325.0	25.50	7.0	0.60	53.00	80.00	13.00	20.00
81	LITHONIA	938.0	74.00	316.0	24.90	14.0	1.20	49.00	77.00	15.00	23.00
82	LITHONIA	931.0	67.50	431.0	31.30	17.0	1.30	54.00	78.00	15.50	22.00
83	LITHONIA	962.0	67.70	443.0	31.20	16.0	1.20	53.50	76.00	17.00	24.00
84	LITHONIA	995.0	64.90	528.0	34.40	11.0	0.70	55.00	73.00	20.25	27.00
85	LITHONIA	914.0	60.80	567.0	37.70	22.0	1.50	54.00	71.00	22.25	29.00
86	LITHONIA	874.0	57.50	625.0	41.00	22.0	1.40	53.50	71.00	22.00	29.00

PAGE: 15

HIGH SCHOOLS, ALL YEARS - PEACHTREE

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	PEACHTREE	1,437.0	99.50	4.0	0.30	3.0	0.20	61.00	95.00	3.00	5.00
70	PEACHTREE	2,144.0	99.50	9.0	0.40	2.0	0.10	87.00	99.00	1.00	1.00
71	PEACHTREE	2,573.0	99.40	14.0	0.50	1.0	0.10	113.00	99.00	1.00	1.00
72	PEACHTREE	2,019.0	99.70	6.0	0.30	1.0	0.00	91.00	100.00	0.00	0.00
73	PEACHTREE	1,880.0	99.80	1.0	0.10	1.0	0.10	88.00	97.00	3.00	3.00
74	PEACHTREE	1,799.0	99.30	7.0	0.40	6.0	0.30	76.00	99.00	1.00	1.00
75	PEACHTREE	1,788.0	99.40	8.0	0.40	3.0	0.20	78.00	95.00	4.00	5.00
76	PEACHTREE	1,797.0	99.00	10.0	0.60	8.0	0.40	71.00	89.00	9.00	11.00
77	PEACHTREE	1,869.0	99.10	7.0	0.40	10.0	0.60	72.00	86.00	12.00	14.00
78	PEACHTREE	1,816.0	98.30	17.0	0.90	15.0	0.80	71.00	85.00	13.00	15.00
79	PEACHTREE	1,762.0	97.60	23.0	1.20	21.0	1.20	68.00	82.00	15.00	18.00
80	PEACHTREE	1,610.0	96.50	33.0	2.00	26.0	1.60	66.00	81.00	15.00	19.00
81	PEACHTREE	1,557.0	96.00	36.0	2.20	29.0	1.80	60.50	78.00	17.00	22.00
82	PEACHTREE	1,475.0	95.50	38.0	2.50	32.0	2.10	57.00	77.00	17.00	23.00
83	PEACHTREE	1,351.0	94.00	45.0	3.10	41.0	2.90	54.00	79.00	14.50	21.00
84	PEACHTREE	1,316.0	91.80	69.0	4.80	49.0	3.40	51.50	75.00	17.00	25.00
85	PEACHTREE	1,192.0	88.10	112.0	8.30	49.0	3.60	52.00	79.00	14.00	21.00
86	PEACHTREE	1,046.0	83.70	148.0	11.80	55.0	4.40	49.00	77.20	14.50	22.80

PAGE: 16

HIGH SCHOOLS, ALL YEARS - REDAN

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
76	REDAN	870.0	96.50	25.0	2.80	7.0	0.80	37.00	90.00	4.00	10.00
77	REDAN	1,281.0	94.70	59.0	4.40	12.0	0.90	52.00	85.00	9.00	15.00
78	REDAN	1,665.0	93.70	94.0	5.30	18.0	1.00	68.00	84.00	13.00	16.00
79	REDAN	1,780.0	86.60	246.0	12.00	30.0	1.40	76.00	81.00	18.00	29.00
80	REDAN	1,777.0	85.40	270.0	13.00	35.0	1.60	78.00	80.00	19.00	20.00
81	REDAN	1,711.0	83.90	283.0	13.90	46.0	2.20	76.00	78.00	21.00	22.00
82	REDAN	1,723.0	82.00	319.0	15.20	60.0	2.90	78.00	76.00	24.50	24.00
83	REDAN	1,871.0	81.20	368.0	16.00	66.0	2.80	83.50	75.00	27.50	25.00
84	REDAN	1,884.0	79.60	406.0	17.10	78.0	3.30	88.50	78.00	24.50	22.00
85	REDAN	1,799.0	73.40	547.0	22.30	104.0	4.20	91.00	77.00	26.50	23.00
86	REDAN	1,081.0	68.40	442.0	27.90	57.0	3.60	102.00	76.00	33.00	24.00

HIGH SCHOOLS, ALL YEARS - SEQUOYAH

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	SEQUOYAH	1,799.0	99.40	7.0	0.40	3.0	0.20	76.00	96.00	3.00	4.00
70	SEQUOYAH	1,722.0	99.60	0.0	0.00	7.0	0.40	78.00	98.00	2.00	2.00
71	SEQUOYAH	1,680.0	99.60	0.0	0.00	6.0	0.40	75.00	97.00	2.00	3.00
72	SEQUOYAH	1,662.0	99.30	3.0	0.20	9.0	0.50	79.00	99.00	1.00	1.00
73	SEQUOYAH	1,713.0	99.20	4.0	0.20	9.0	0.50	75.00	97.00	2.00	3.00
74	SEQUOYAH	1,724.0	98.90	3.0	0.20	17.0	1.00	80.00	98.00	2.00	2.00
75	SEQUOYAH	1,570.0	98.30	3.0	0.20	24.0	1.50	75.00	95.00	4.00	5.00
76	SEQUOYAH	1,535.0	97.90	8.0	0.50	25.0	1.80	65.00	87.00	10.00	13.00
77	SEQUOYAH	1,487.0	96.20	21.0	1.40	37.0	2.30	64.00	84.00	12.00	16.00
78	SEQUOYAH	1,377.0	96.30	9.0	0.60	44.0	3.00	61.00	86.00	10.00	14.00
79	SEQUOYAH	1,220.0	94.40	22.0	1.70	51.0	3.90	54.00	83.00	11.00	17.00
80	SEQUOYAH	1,043.0	90.30	37.0	3.20	75.0	6.50	49.00	82.00	11.00	18.00
81	SEQUOYAH	976.0	88.60	42.0	3.80	83.0	7.60	44.00	81.00	10.50	19.00
82	SEQUOYAH	907.0	87.00	46.0	4.40	90.0	8.70	41.50	81.00	10.00	19.00
83	SEQUOYAH	842.0	83.00	84.0	8.30	88.0	8.70	39.00	77.00	11.50	23.00
84	SEQUOYAH	869.0	77.50	132.0	11.80	120.0	10.70	42.00	76.00	13.50	24.00
85	SEQUOYAH	795.0	74.20	159.0	14.80	118.0	11.00	39.50	74.00	14.00	26.00
86	SEQUOYAH	674.0	63.00	238.0	22.20	157.0	14.80	40.50	74.00	14.00	26.00

HIGH SCHOOLS, ALL YEARS - SHAMROCK

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	SHAMROCK	1,300.0	98.40	18.0	1.40	3.0	0.20	55.00	95.00	3.00	5.00
70	SHAMROCK	1,400.0	97.90	25.0	1.70	5.0	0.30	59.00	95.00	3.00	5.00
71	SHAMROCK	1,581.0	98.00	26.0	1.60	7.0	0.40	67.00	96.00	3.00	4.00
72	SHAMROCK	1,635.0	98.10	23.0	1.40	8.0	0.50	73.00	96.00	3.00	4.00
73	SHAMROCK	1,644.0	98.30	15.0	0.90	14.0	0.80	73.00	95.00	4.00	5.00
74	SHAMROCK	1,708.0	97.40	31.0	1.80	14.0	0.80	76.00	97.00	2.00	3.00
75	SHAMROCK	1,806.0	94.80	84.0	4.40	16.0	0.80	76.00	92.00	7.00	8.00
76	SHAMROCK	1,814.0	95.90	50.0	2.60	27.0	1.40	73.00	88.00	10.00	12.00
77	SHAMROCK	1,798.0	95.40	61.0	3.20	26.0	1.40	70.00	84.00	13.00	16.00
78	SHAMROCK	1,715.0	94.40	71.0	3.90	31.0	1.70	68.00	84.00	13.00	16.00
79	SHAMROCK	1,573.0	93.20	80.0	4.70	35.0	2.10	62.00	82.00	14.00	18.00
80	SHAMROCK	1,420.0	92.30	79.0	5.10	40.0	2.50	62.00	82.00	14.00	18.00
81	SHAMROCK	1,309.0	90.30	90.0	6.20	51.0	3.50	54.00	77.00	16.00	23.00
82	SHAMROCK	1,246.0	87.10	125.0	8.70	60.0	4.20	52.50	76.00	16.50	24.00
83	SHAMROCK	1,219.0	84.10	176.0	12.10	54.0	3.70	54.00	76.00	17.00	24.00
84	SHAMROCK	1,157.0	78.30	253.0	17.10	68.0	4.60	54.00	75.00	18.00	25.00
85	SHAMROCK	1,072.0	70.30	377.0	24.70	76.0	5.00	55.00	73.00	20.00	27.00
86	SHAMROCK	995.0	66.00	431.0	28.60	82.0	5.40	53.00	72.00	21.00	28.00

PAGE: 19

HIGH SCHOOLS, ALL YEARS - SOUTHWEST DEKALB

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	SOUTHWEST DEKALB	1,112.0	95.20	53.0	4.50	3.0	0.30	46.00	92.00	4.00	8.00
70	SOUTHWEST DEKALB	1,265.0	95.80	52.0	3.90	3.0	0.20	51.00	93.00	4.00	7.00
71	SOUTHWEST DEKALB	1,518.0	96.30	56.0	3.60	2.0	0.10	69.00	93.00	5.00	7.00
72	SOUTHWEST DEKALB	1,823.0	98.60	22.0	1.20	4.0	0.20	81.00	95.00	4.00	5.00
73	SOUTHWEST DEKALB	2,091.0	99.10	13.0	0.60	5.0	0.20	86.00	93.00	6.00	7.00
74	SOUTHWEST DEKALB	2,049.0	98.70	18.0	0.90	8.0	0.40	91.00	95.00	5.00	5.00
75	SOUTHWEST DEKALB	1,950.0	98.50	25.0	1.30	5.0	0.20	85.00	92.00	7.00	8.00
76	SOUTHWEST DEKALB	1,838.0	96.80	56.0	2.90	5.0	0.30	77.00	91.00	8.00	9.00
77	SOUTHWEST DEKALB	1,642.0	88.00	214.0	11.50	9.0	0.50	70.00	84.00	13.00	16.00
78	SOUTHWEST DEKALB	1,383.0	70.90	550.0	28.20	18.0	0.90	74.00	82.00	16.00	18.00
79	SOUTHWEST DEKALB	1,028.0	57.00	743.0	41.00	31.0	2.00	69.00	83.00	14.00	17.00
80	SOUTHWEST DEKALB	744.0	44.30	908.0	54.00	29.0	1.80	64.00	81.00	15.00	19.00
81	SOUTHWEST DEKALB	501.0	32.70	1,012.0	66.00	21.0	1.40	57.00	77.00	17.50	23.00
82	SOUTHWEST DEKALB	323.0	23.00	1,058.0	75.30	24.0	1.70	51.00	74.00	17.50	26.00
83	SOUTHWEST DEKALB	188.0	14.50	1,073.0	82.90	33.0	2.60	41.50	65.00	22.50	35.00
84	SOUTHWEST DEKALB	116.0	8.30	1,244.0	89.20	34.0	2.40	45.50	66.00	23.00	34.00
85	SOUTHWEST DEKALB	64.0	4.60	1,329.0	94.00	20.0	1.40	46.00	65.00	24.50	35.00
86	SOUTHWEST DEKALB	39.0	2.90	1,265.0	95.70	17.0	1.30	46.50	67.90	22.00	32.10

PAGE: 20

HIGH SCHOOLS, ALL YEARS - STONE MOUNTAIN

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	STONE MOUNTAIN	685.0	86.20	110.0	13.80	0.0	0.00	36.00	95.00	2.00	5.00
70	STONE MOUNTAIN	752.0	87.70	105.0	12.30	0.0	0.00	40.00	98.00	1.00	2.00
71	STONE MOUNTAIN	900.0	90.50	94.0	9.50	0.0	0.00	41.00	93.00	3.00	7.00
72	STONE MOUNTAIN	1,002.0	93.20	70.0	6.50	3.0	0.30	51.00	94.00	3.00	6.00
73	STONE MOUNTAIN	1,193.0	94.30	67.0	5.30	5.0	0.50	54.00	93.00	4.00	7.00
74	STONE MOUNTAIN	1,318.0	95.00	65.0	4.70	4.0	0.40	63.00	95.00	2.00	3.00
75	STONE MOUNTAIN	1,498.0	95.70	61.0	3.90	6.0	0.40	67.00	92.00	6.00	8.00
76	STONE MOUNTAIN	1,697.0	96.10	64.0	3.60	4.0	0.30	69.00	88.00	9.00	12.00
77	STONE MOUNTAIN	1,792.0	96.20	53.0	2.80	17.0	1.00	70.00	84.00	13.00	16.00
78	STONE MOUNTAIN	1,827.0	96.40	48.0	2.50	21.0	1.20	72.00	83.00	15.00	17.00
79	STONE MOUNTAIN	1,791.0	95.30	63.0	3.40	25.0	1.30	73.00	82.00	16.00	18.00
80	STONE MOUNTAIN	1,689.0	94.60	60.0	3.40	36.0	2.00	71.00	80.00	18.00	20.00
81	STONE MOUNTAIN	1,692.0	93.50	80.0	4.40	38.0	2.10	69.00	78.00	19.00	22.00
82	STONE MOUNTAIN	1,656.0	93.00	83.0	4.70	42.0	2.40	69.00	79.00	18.00	21.00
83	STONE MOUNTAIN	1,740.0	93.60	80.0	4.30	38.0	2.10	68.00	76.00	21.00	24.00
84	STONE MOUNTAIN	1,798.0	93.30	84.0	4.40	45.0	2.30	69.25	75.00	23.00	25.00
85	STONE MOUNTAIN	1,795.0	91.30	110.0	5.60	61.0	3.10	71.00	72.00	27.25	28.00
86	STONE MOUNTAIN	1,355.0	88.00	107.0	7.00	63.0	4.10	71.00	77.00	21.00	23.00

HIGH SCHOOLS, ALL YEARS - TOWERS

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	TOWERS	1,853.0	99.40	3.0	0.20	8.0	0.40	76.00	94.00	5.00	6.00
70	TOWERS	2,010.0	99.40	4.0	0.20	8.0	0.40	81.00	93.00	6.00	7.00
71	TOWERS	2,184.0	99.00	8.0	0.40	13.0	0.60	90.00	96.00	4.00	4.00
72	TOWERS	2,232.0	99.00	14.0	0.60	10.0	0.40	93.00	96.00	4.00	4.00
73	TOWERS	2,109.0	98.30	25.0	1.20	12.0	0.50	96.00	95.00	5.00	5.00
74	TOWERS	2,148.0	98.60	22.0	1.00	9.0	0.40	94.00	95.00	5.00	5.00
75	TOWERS	2,149.0	96.90	55.0	2.50	14.0	0.70	95.00	94.00	6.00	6.00
76	TOWERS	1,715.0	94.40	78.0	4.30	23.0	1.30	73.00	89.00	9.00	11.00
77	TOWERS	1,569.0	88.70	177.0	10.00	22.0	1.20	69.00	81.00	13.00	19.00
78	TOWERS	1,293.0	76.70	376.0	22.30	17.0	1.00	66.00	83.00	14.00	17.00
79	TOWERS	1,022.0	61.50	617.0	37.10	24.0	1.40	62.00	81.00	15.00	19.00
80	TOWERS	847.0	48.90	844.0	48.70	42.0	2.40	68.00	81.00	16.00	19.00
81	TOWERS	752.0	44.20	888.0	52.20	62.0	3.70	64.50	77.00	19.50	23.00
82	TOWERS	684.0	41.60	893.0	54.30	69.0	4.20	63.00	76.00	20.00	24.00
83	TOWERS	635.0	37.80	974.0	58.00	70.0	4.20	63.50	76.00	20.50	24.00
84	TOWERS	548.0	33.10	1,033.0	62.50	73.0	4.40	62.00	76.00	19.50	24.00
85	TOWERS	486.0	31.40	992.0	64.00	71.0	4.60	61.00	75.00	20.00	25.00
86	TOWERS	376.0	26.20	977.0	68.30	77.0	5.40	54.50	72.00	21.00	28.00

HIGH SCHOOLS, ALL YEARS - TUCKER

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	TUCKER	1,807.0	97.80	40.0	2.20	1.0	0.10	74.83	97.00	2.00	3.00
70	TUCKER	1,829.0	98.20	32.0	1.70	1.0	0.10	75.00	97.00	2.00	3.00
71	TUCKER	1,968.0	98.20	36.0	1.80	0.0	0.00	86.00	99.00	1.00	1.00
72	TUCKER	2,009.0	98.30	31.0	1.50	4.0	0.10	92.00	98.00	2.00	2.00
73	TUCKER	2,077.0	98.50	28.0	1.30	4.0	0.20	95.00	97.00	3.00	3.00
74	TUCKER	2,099.0	98.50	23.0	1.10	9.0	0.40	93.00	95.00	2.00	5.00
75	TUCKER	2,134.0	98.10	26.0	1.20	16.0	0.70	93.00	95.00	5.00	5.00
76	TUCKER	2,035.0	98.00	29.0	1.40	12.0	0.50	86.00	91.00	8.30	9.00
77	TUCKER	1,950.0	98.40	27.0	1.40	4.0	0.20	76.00	87.00	11.00	13.00
78	TUCKER	1,808.0	97.90	27.0	1.50	11.0	0.60	70.00	84.00	13.00	16.00
79	TUCKER	1,754.0	97.00	37.0	2.00	18.0	1.00	68.00	83.00	14.00	17.00
80	TUCKER	1,674.0	96.60	39.0	2.30	19.0	1.10	68.00	81.00	16.00	19.00
81	TUCKER	1,593.0	95.90	37.0	2.20	31.0	1.90	63.00	79.00	17.00	21.00
82	TUCKER	1,508.0	95.90	37.0	2.40	27.0	1.70	59.00	78.00	17.00	22.00
83	TUCKER	1,482.0	95.10	37.0	2.40	39.0	2.50	57.00	76.00	18.00	24.00
84	TUCKER	1,416.0	93.90	50.0	3.30	42.0	2.80	54.00	74.00	19.00	26.00
85	TUCKER	1,323.0	90.50	77.0	5.30	61.0	4.20	52.50	74.00	18.00	26.00
86	TUCKER	1,201.0	85.80	111.0	7.90	88.0	6.30	50.50	73.00	18.50	27.00

HIGH SCHOOLS, ALL YEARS - WALKER

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
69	WALKER	2,027.0	98.20	37.0	1.80	1.0	0.00	82.00	96.00	3.00	4.00
70	WALKER	2,011.0	97.20	54.0	2.60	4.0	0.10	83.00	95.00	4.00	5.00
71	WALKER	1,985.0	96.10	78.0	3.80	2.0	0.10	83.00	92.00	7.00	8.00
72	WALKER	1,257.0	87.40	180.0	12.50	2.0	0.10	63.00	91.00	6.00	9.00
73	WALKER	744.0	65.70	386.0	34.10	3.0	0.30	54.00	89.00	7.00	11.00
74	WALKER	493.0	39.40	752.0	60.20	5.0	0.40	44.00	73.00	15.00	27.00
75	WALKER	376.0	27.40	995.0	72.40	3.0	0.20	49.00	72.00	19.00	28.00
76	WALKER	265.0	17.80	1,224.0	82.00	3.0	0.20	53.00	74.00	19.00	26.00
77	WALKER	180.0	11.20	1,428.0	88.60	4.0	0.20	54.00	75.00	18.00	25.00
78	WALKER	129.0	8.00	1,480.0	91.70	5.0	0.30	59.00	76.00	19.00	24.00
79	WALKER	110.0	6.90	1,481.0	93.00	2.0	0.10	62.00	81.00	15.00	19.00
80	WALKER	80.0	4.90	1,561.0	95.00	2.0	0.10	67.00	79.00	18.00	21.00
81	WALKER	51.0	3.10	1,594.0	96.70	4.0	0.20	64.50	77.00	19.00	23.00
82	WALKER	60.0	3.80	1,507.0	95.90	4.0	0.30	56.00	71.00	22.50	29.00
83	WALKER	45.0	3.00	1,448.0	96.70	4.0	0.30	47.00	64.00	26.50	36.00
84	WALKER	26.0	1.90	1,374.0	98.10	0.0	0.00	48.00	67.00	23.50	33.00
85	WALKER	11.0	0.90	1,251.0	99.00	2.0	0.10	41.00	62.00	25.00	38.00
86	WALKER	13.0	1.20	1,038.0	98.50	3.0	0.20	54.50	73.00	20.00	27.00

SPECIAL CENTERS, ALL YEARS - AIDMORE HOSP

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
70	AIDMORE HOSP	0.0	0.00	0.0	0.00	0.0	0.00	5.00	100.00	0.00	0.00
71	AIDMORE HOSP	0.0	0.00	0.0	0.00	0.0	0.00	5.00	100.00	0.00	0.00
72	AIDMORE HOSP	0.0	0.00	0.0	0.00	0.0	0.00	6.00	100.00	0.00	0.00
73	AIDMORE HOSP	0.0	0.00	0.0	0.00	0.0	0.00	5.00	100.00	0.00	0.00
74	AIDMORE HOSP	3.0	75.00	1.0	25.00	0.0	0.00	5.00	100.00	0.00	0.00
75	AIDMORE HOSP	0.0	0.00	0.0	0.00	0.0	0.00	3.00	75.00	1.00	25.00
76	AIDMORE HOSP	2.0	50.00	2.0	50.00	0.0	0.00	3.00	75.00	1.00	25.00

SPECIAL CENTERS, ALL YEARS - BEATRICE DOBBINS

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
70	BEATRICE DOBBINS	0.0	0.00	0.0	0.00	0.0	0.00	3.00	100.00	0.00	0.00
71	BEATRICE DOBBINS	0.0	0.00	0.0	0.00	0.0	0.00	3.00	100.00	0.00	0.00
72	BEATRICE DOBBINS	0.0	0.00	0.0	0.00	0.0	0.00	3.00	100.00	0.00	0.00
74	BEATRICE DOBBINS	3.0	33.30	6.0	66.70	0.0	0.00	7.00	100.00	0.00	0.00
75	BEATRICE DOBBINS	11.0	78.60	3.0	21.40	0.0	0.00	0.00	0.00	0.00	0.00
76	BEATRICE DOBBINS	2.0	22.20	7.0	77.80	0.0	0.00	7.00	88.00	1.00	12.00
77	BEATRICE DOBBINS	12.0	63.20	6.0	60.00	0.0	0.00	5.00	71.00	2.00	29.00
78	BEATRICE DOBBINS	4.0	40.00	6.0	60.00	0.0	0.00	0.00	0.00	0.00	0.00
79	BEATRICE DOBBINS	3.0	75.00	1.0	25.00	0.0	0.00	0.00	0.00	0.00	0.00
80	BEATRICE DOBBINS	11.0	78.60	3.0	21.40	0.0	0.00	3.00	60.00	2.00	40.00
81	BEATRICE DOBBINS	5.0	31.30	11.0	68.80	0.0	0.00	4.00	67.00	2.00	33.00
82	BEATRICE DOBBINS	7.0	70.00	3.0	30.00	0.0	0.00	4.00	80.00	1.00	20.00
83	BEATRICE DOBBINS	3.0	21.40	11.0	78.60	0.0	0.00	4.00	80.00	1.00	20.00
84	BEATRICE DOBBINS	8.0	40.00	12.0	60.00	0.0	0.00	5.00	83.00	1.00	17.00
85	BEATRICE DOBBINS	6.0	35.30	11.0	64.70	0.0	0.00	4.00	67.00	2.00	33.00
86	BEATRICE DOBBINS	5.0	20.80	19.0	79.20	0.0	0.00	0.00	0.00	0.00	0.00

SPECIAL CENTERS, ALL YEARS - BOULDERCREST ED

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
75	BOULDERCREST ED	13.0	61.90	8.0	38.10	0.0	0.00	0.00	0.00	0.00	0.00
76	BOULDERCREST ED	23.0	50.00	22.0	47.80	1.0	2.20	6.00	86.00	1.00	14.00
77	BOULDERCREST ED	40.0	28.40	100.0	70.90	1.0	0.70	12.00	75.00	4.00	25.00
78	BOULDERCREST ED	41.0	54.70	34.0	45.30	0.0	0.00	0.00	0.00	0.00	0.00
79	BOULDERCREST ED	33.0	35.50	60.0	64.50	0.0	0.00	9.00	90.00	1.00	10.00
80	BOULDERCREST ED	34.0	37.80	56.0	62.20	0.0	0.00	9.00	90.00	1.00	10.00

PAGE: 4

SPECIAL CENTERS, ALL YEARS - BROOKHAVEN PRE VOC

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
74	BROOKHAVEN PRE VOC	85.0	60.30	56.0	39.70	0.0	0.00	6.00	55.00	5.00	45.00
75	BROOKHAVEN PRE VOC	96.0	62.30	58.0	37.70	0.0	0.00	6.00	55.00	5.00	45.00

PAGE: 5

SPECIAL CENTERS, ALL YEARS - BRUCE STREET CTR

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
70	BRUCE STREET CTR	0.0	0.00	0.0	0.00	0.0	0.00	3.00	75.00	1.00	25.00
71	BRUCE STREET CTR	0.0	0.00	0.0	0.00	0.0	0.00	3.00	75.00	1.00	25.00
73	BRUCE STREET CTR	0.0	0.00	0.0	0.00	0.0	0.00	2.00	50.00	2.00	50.00
74	BRUCE STREET CTR	16.0	26.70	44.0	73.30	0.0	0.00	3.00	60.00	2.00	40.00
75	BRUCE STREET CTR	40.0	54.80	33.0	45.20	0.0	0.00	1.00	33.00	2.00	67.00
76	BRUCE STREET CTR	37.0	61.70	23.0	38.30	0.0	0.00	1.00	100.00	0.00	0.00
77	BRUCE STREET CTR	0.0	0.00	0.0	0.00	0.0	0.00	3.00	60.00	2.00	40.00

SPECIAL CENTERS, ALL YEARS - CEREBRAL PALSY CTR

YEAR	SCHOOL	STUDENTS WHITE NO.	STUDENTS WHITE %	STUDENTS BLACK NO.	STUDENTS BLACK %	STUDENTS OTHER NO.	STUDENTS OTHER %	FACULTY WHITE NO.	FACULTY WHITE %	FACULTY BLACK NO.	FACULTY BLACK %
70	CEREBRAL PALSY CTR	0.0	0.00	0.0	0.00	0.0	0.00	4.00	100.00	0.00	0.00
71	CEREBRAL PALSY CTR	0.0	0.00	0.0	0.00	0.0	0.00	9.00	100.00	0.00	0.00
72	CEREBRAL PALSY CTR	0.0	0.00	0.0	0.00	0.0	0.00	10.00	100.00	0.00	0.00
73	CEREBRAL PALSY CTR	0.0	0.00	0.0	0.00	0.0	0.00	9.00	100.00	0.00	0.00
74	CEREBRAL PALSY CTR	58.0	90.60	6.0	9.40	0.0	0.00	0.00	0.00	0.00	0.00
76	CEREBRAL PALSY CTR	0.0	0.00	0.0	0.00	0.0	0.00	1.00	33.00	2.00	67.00

SPECIAL CENTERS, ALL YEARS - COMPENSATORY ENGLIS

YEAR	SCHOOL	STUDENTS WHITE NO.	STUDENTS WHITE %	STUDENTS BLACK NO.	STUDENTS BLACK %	STUDENTS OTHER NO.	STUDENTS OTHER %	FACULTY WHITE NO.	FACULTY WHITE %	FACULTY BLACK NO.	FACULTY BLACK %
84	COMPENSATORY ENGLIS	0.0	0.00	0.0	0.00	0.0	0.00	2.50	63.00	1.50	37.00

PAGE: 8

SPECIAL CENTERS, ALL YEARS - COMPENSATORY MATH

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
84	COMPENSATORY MATH	0.0	0.00	0.0	0.00	0.0	0.00	4.00	44.00	5.00	56.00

PAGE:

SPECIAL CENTERS, ALL YEARS - CORALWOOD CTR

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
74	CORALWOOD CTR	13.0	86.70	2.0	13.30	0.0	0.00	23.00	96.00	1.00	4.00
75	CORALWOOD CTR	64.0	94.10	4.0	5.90	0.0	0.00	28.00	93.00	2.00	7.00
76	CORALWOOD CTR	97.0	93.30	7.0	6.70	0.0	0.00	22.00	96.00	1.00	4.00
77	CORALWOOD CTR	65.0	91.50	6.0	8.50	0.0	0.00	21.00	91.00	2.00	9.00
78	CORALWOOD CTR	103.0	91.20	5.0	4.40	5.0	4.40	0.00	0.00	0.00	0.00
79	CORALWOOD CTR	127.0	89.40	12.0	8.50	3.0	2.10	22.00	92.00	2.00	8.00
80	CORALWOOD CTR	107.0	85.60	16.0	12.80	2.0	1.60	24.00	92.00	2.00	8.00
81	CORALWOOD CTR	79.0	83.20	16.0	16.80	0.0	0.00	25.00	91.00	2.50	9.00
82	CORALWOOD CTR	87.0	80.60	21.0	19.40	0.0	0.00	25.50	91.00	2.50	9.00
83	CORALWOOD CTR	111.0	80.40	25.0	18.10	2.0	1.40	23.50	87.00	3.50	13.00
84	CORALWOOD CTR	106.0	85.50	17.0	13.70	1.0	0.80	27.00	92.00	2.50	8.00
85	CORALWOOD CTR	105.0	86.80	15.0	12.40	1.0	0.80	23.75	84.10	4.51	15.90
86	CORALWOOD CTR	99.0	78.60	26.0	20.60	1.0	0.80	0.00	0.00	0.00	0.00

SPECIAL CENTERS, ALL YEARS - COUNTY LINE CTR

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
70	COUNTY LINE CTR	0.0	0.00	0.0	0.00	0.0	0.00	1.00	50.00	1.00	50.00
71	COUNTY LINE CTR	0.0	0.00	0.0	0.00	0.0	0.00	1.00	50.00	1.00	50.00
73	COUNTY LINE CTR	0.0	0.00	0.0	0.00	0.0	0.00	1.00	50.00	1.00	50.00
74	COUNTY LINE CTR	1.0	2.10	46.0	95.80	1.0	2.10	2.00	67.00	1.00	33.00
75	COUNTY LINE CTR	21.0	45.70	24.0	52.20	1.0	2.20	1.00	50.00	1.00	50.00
76	COUNTY LINE CTR	16.0	37.20	27.0	62.80	0.0	0.00	1.00	50.00	1.00	50.00

SPECIAL CENTERS, ALL YEARS - DEKALB EVALUATION

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
77	DEKALB EVALUATION	0.0	0.00	0.0	0.00	0.0	0.00	1.00	100.00	0.00	0.00
79	DEKALB EVALUATION	0.0	0.00	0.0	0.00	0.0	0.00	1.00	50.00	1.00	50.00
80	DEKALB EVALUATION	0.0	0.00	0.0	0.00	0.0	0.00	1.00	100.00	0.00	0.00

PAGE: 13

SPECIAL CENTERS, ALL YEARS - DEKALB TECH

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
74	DEKALB TECH	0.0	0.00	0.0	0.00	0.0	0.00	1.00	100.00	0.00	0.00
75	DEKALB TECH	0.0	0.00	0.0	0.00	0.0	0.00	1.00	100.00	0.00	0.00
76	DEKALB TECH	0.0	0.00	0.0	0.00	0.0	0.00	1.00	100.00	0.00	0.00

PAGE: 14

SPECIAL CENTERS, ALL YEARS - DORAVILLE ED CTR

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
72	DORAVILLE ED CTR	0.0	0.00	0.0	0.00	0.0	0.00	9.00	90.00	1.00	10.00
73	DORAVILLE ED CTR	0.0	0.00	0.0	0.00	0.0	0.00	13.00	87.00	2.00	13.00
74	DORAVILLE ED CTR	14.0	100.00	0.0	0.00	0.0	0.00	43.00	93.00	3.00	7.00

PAGE: 15

SPECIAL CENTERS, ALL YEARS - DRIVER ED

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
84	DRIVER ED	0.0	0.00	0.0	0.00	0.0	0.00	15.00	79.00	4.00	21.00

PAGE: 16

SPECIAL CENTERS, ALL YEARS - F CRITTENTON

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
70	F CRITTENTON	0.0	0.00	0.0	0.00	0.0	0.00	4.00	100.00	0.00	0.00
71	F CRITTENTON	0.0	0.00	0.0	0.00	0.0	0.00	6.00	100.00	0.00	0.00
72	F CRITTENTON	0.0	0.00	0.0	0.00	0.0	0.00	5.00	83.00	1.00	17.00
73	F CRITTENTON	0.0	0.00	0.0	0.00	0.0	0.00	4.00	100.00	0.00	0.00
74	F CRITTENTON	0.0	0.00	0.0	0.00	0.0	0.00	4.00	100.00	0.00	0.00
75	F CRITTENTON	0.0	0.00	0.0	0.00	0.0	0.00	4.00	100.00	0.00	0.00
76	F CRITTENTON	0.0	0.00	0.0	0.00	0.0	0.00	5.00	100.00	0.00	0.00
77	F CRITTENTON	0.0	0.00	0.0	0.00	0.0	0.00	3.00	100.00	0.00	0.00
79	F CRITTENTON	0.0	0.00	0.0	0.00	0.0	0.00	3.00	50.00	3.00	50.00
80	F CRITTENTON	0.0	0.00	0.0	0.00	0.0	0.00	3.00	100.00	0.00	0.00

PAGE: 17

SPECIAL CENTERS, ALL YEARS - FERNBANK SCIENCE

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
74	FERNBANK SCIENCE	0.0	0.00	0.0	0.00	0.0	0.00	1.00	100.00	0.00	0.00
75	FERNBANK SCIENCE	0.0	0.00	0.0	0.00	0.0	0.00	1.00	100.00	0.00	0.00
76	FERNBANK SCIENCE	0.0	0.00	0.0	0.00	0.0	0.00	1.00	100.00	0.00	0.00
84	FERNBANK SCIENCE	0.0	0.00	0.0	0.00	0.0	0.00	38.00	91.00	4.00	9.00

PAGE: 18

SPECIAL CENTERS, ALL YEARS - H EGLESTON HOSP

YEAR	SCH	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
70	H EGLESTON HOSP	0.0	0.00	0.0	0.00	0.0	0.00	2.00	100.00	0.00	0.00
71	H EGLESTON HOSP	0.0	0.00	0.0	0.00	0.0	0.00	2.00	100.00	0.00	0.00
72	H EGLESTON HOSP	0.0	0.00	0.0	0.00	0.0	0.00	2.00	100.00	0.00	0.00
74	H EGLESTON HOSP	9.0	81.80	2.0	18.20	0.0	0.00	1.00	100.00	0.00	0.00
75	H EGLESTON HOSP	11.0	91.70	1.0	8.30	0.0	0.00	1.00	100.00	0.00	0.00
76	H EGLESTON HOSP	12.0	92.30	1.0	7.70	0.0	0.00	2.00	100.00	0.00	0.00
77	H EGLESTON HOSP	0.0	0.00	0.0	0.00	0.0	0.00	1.00	100.00	0.00	0.00
79	H EGLESTON HOSP	8.0	80.00	2.0	20.00	0.0	0.00	2.00	50.00	2.00	50.00
80	H EGLESTON HOSP	6.0	85.70	1.0	14.30	0.0	0.00	1.00	100.00	0.00	0.00
81	H EGLESTON HOSP	3.0	75.00	1.0	25.00	0.0	0.00	0.00	0.00	0.00	0.00
82	H EGLESTON HOSP	13.0	76.50	4.0	23.50	0.0	0.00	0.00	0.00	0.00	0.00
83	H EGLESTON HOSP	9.0	69.20	4.0	30.80	0.0	0.00	0.00	0.00	0.00	0.00
84	H EGLESTON HOSP	8.0	66.70	4.0	33.30	0.0	0.00	0.00	0.00	0.00	0.00
85	H EGLESTON HOSP	17.0	70.80	7.0	29.20	0.0	0.00	0.00	0.00	0.00	0.00

SPECIAL CENTERS, ALL YEARS - HAMILTON ALT

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
71	HAMILTON ALT	0.0	0.00	0.0	0.00	0.0	0.00	5.00	50.00	5.00	50.00
72	HAMILTON ALT	0.0	0.00	0.0	0.00	0.0	0.00	7.00	58.00	5.00	42.00
73	HAMILTON ALT	0.0	0.00	0.0	0.00	0.0	0.00	6.00	67.00	3.00	33.00
79	HAMILTON ALT	11.0	61.10	5.0	27.80	2.0	11.10	0.00	0.00	0.00	0.00
82	HAMILTON ALT	0.0	0.00	0.0	0.00	0.0	0.00	5.50	73.00	2.00	27.00
84	HAMILTON ALT	0.0	0.00	0.0	0.00	0.0	0.00	6.00	75.00	2.00	25.00
86	HAMILTON ALT	0.0	0.00	0.0	0.00	0.0	0.00	10.00	71.40	4.00	28.60

SPECIAL CENTERS, ALL YEARS - HEALTH DEPT

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
77	HEALTH DEPT	10.0	76.90	3.0	23.10	0.0	0.00	5.00	100.00	0.00	0.00
79	HEALTH DEPT	15.0	93.80	1.0	6.30	0.0	0.00	0.00	0.00	0.00	0.00

SPECIAL CENTERS, ALL YEARS - HERITAGE CTR

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
75	HERITAGE CTR	93.0	89.40	10.0	9.60	1.0	1.00	0.00	0.00	0.00	0.00
78	HERITAGE CTR	104.0	78.80	23.0	17.40	5.0	3.80	0.00	0.00	0.00	0.00
79	HERITAGE CTR	88.0	83.80	17.0	16.20	0.0	0.00	23.00	50.00	23.00	50.00
80	HERITAGE CTR	0.0	0.00	0.0	0.00	0.0	0.00	23.00	100.00	0.00	0.00
81	HERITAGE CTR	72.0	69.20	29.0	27.90	3.0	2.90	30.00	86.00	5.00	14.00
82	HERITAGE CTR	71.0	69.60	28.0	27.50	3.0	2.90	26.50	79.00	7.00	21.00
83	HERITAGE CTR	64.0	61.00	37.0	35.20	4.0	3.80	28.00	82.00	6.00	18.00
84	HERITAGE CTR	51.0	56.00	37.0	40.70	3.0	3.30	26.00	83.00	5.50	17.00
85	HERITAGE CTR	45.0	48.90	43.0	46.70	4.0	4.30	24.75	72.80	9.25	27.20
86	HERITAGE CTR	40.0	45.40	46.0	52.30	2.0	2.30	0.00	0.00	0.00	0.00

SPECIAL CENTERS, ALL YEARS - ITINERANT FOR LANG

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
84	ITINERANT FOR LANG	0.0	0.00	0.0	0.00	0.0	0.00	4.00	100.00	0.00	0.00
84	ITINERANT FOR LANG	0.0	0.00	0.0	0.00	0.0	0.00	8.50	90.00	1.00	10.00

PAGE: 23

SPECIAL CENTERS, ALL YEARS - JUVENILE DETENTION

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
73	JUVENILE DETENTION	0.0	0.00	0.0	0.00	0.0	0.00	7.00	100.00	0.00	0.00
75	JUVENILE DETENTION	0.0	0.00	0.0	0.00	0.0	0.00	7.00	100.00	0.00	0.00

PAGE: 24

SPECIAL CENTERS, ALL YEARS - LYNWOOD PARK CTR

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
70	LYNWOOD PARK CTR	0.0	0.00	0.0	0.00	0.0	0.00	2.00	67.00	1.00	33.00
71	LYNWOOD PARK CTR	0.0	0.00	0.0	0.00	0.0	0.00	4.00	100.00	0.00	0.00
73	LYNWOOD PARK CTR	0.0	0.00	0.0	0.00	0.0	0.00	3.00	75.00	1.00	25.00
74	LYNWOOD PARK CTR	28.0	46.70	30.0	50.00	2.0	3.30	3.00	60.00	2.00	40.00

PAGE: 25

SPECIAL CENTERS, ALL YEARS - MARGARET HARRIS

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
75	MARGARET HARRIS	0.0	0.00	0.0	0.00	0.0	0.00	18.00	86.00	3.00	14.00
76	MARGARET HARRIS	99.0	87.60	13.0	11.50	1.0	0.90	17.00	81.00	4.00	9.00
77	MARGARET HARRIS	91.0	78.40	22.0	19.00	3.0	2.60	20.00	87.00	3.00	13.00
78	MARGARET HARRIS	98.0	74.80	33.0	25.20	0.0	0.00	0.00	0.00	0.00	0.00
79	MARGARET HARRIS	108.0	74.50	34.0	23.40	3.0	2.10	16.50	94.00	1.00	6.00
80	MARGARET HARRIS	104.0	69.30	42.0	28.00	4.0	2.70	18.00	90.00	2.00	10.00
81	MARGARET HARRIS	104.0	69.30	42.0	28.00	4.0	2.70	22.00	71.00	9.00	29.00
82	MARGARET HARRIS	108.0	60.70	64.0	36.00	6.0	3.40	24.00	75.00	8.00	25.00
83	MARGARET HARRIS	120.0	62.20	69.0	35.80	4.0	2.10	29.50	77.00	9.00	23.00
84	MARGARET HARRIS	105.0	62.50	60.0	35.70	3.0	1.80	26.00	74.00	9.00	26.00
85	MARGARET HARRIS	105.0	61.00	63.0	36.60	4.0	2.30	26.00	71.20	10.50	28.80
86	MARGARET HARRIS	91.0	58.70	59.0	38.00	5.0	3.20	0.00	0.00	0.00	0.00

PAGE: 26

SPECIAL CENTERS, ALL YEARS - OCCUPATIONAL ED CTR

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
73	OCCUPATIONAL ED CTR	0.0	0.00	0.0	0.00	0.0	0.00	1.00	100.00	0.00	0.00
74	OCCUPATIONAL ED CTR	0.0	0.00	0.0	0.00	0.0	0.00	1.00	100.00	0.00	0.00
75	OCCUPATIONAL ED CTR	0.0	0.00	0.0	0.00	0.0	0.00	1.00	100.00	0.00	0.00
76	OCCUPATIONAL ED CTR	0.0	0.00	0.0	0.00	0.0	0.00	1.00	100.00	0.00	0.00

SPECIAL CENTERS, ALL YEARS - OEC CENTRAL

YEAR	SCHOOL	STUDENTS WHITE NO.	STUDENTS WHITE %	STUDENTS BLACK NO.	STUDENTS BLACK %	STUDENTS OTHER NO.	STUDENTS OTHER %	FACULTY WHITE NO.	FACULTY WHITE %	FACULTY BLACK NO.	FACULTY BLACK %
84	OEC CENTRAL	0.0	0.00	0.0	0.00	0.0	0.00	13.00	59.00	8.50	41.00
85	OEC CENTRAL	0.0	0.00	0.0	0.00	0.0	0.00	13.00	61.20	8.25	38.80

SPECIAL CENTERS, ALL YEARS - OEC NORTH

YEAR	SCHOOL	STUDENTS WHITE NO.	STUDENTS WHITE %	STUDENTS BLACK NO.	STUDENTS BLACK %	STUDENTS OTHER NO.	STUDENTS OTHER %	FACULTY WHITE NO.	FACULTY WHITE %	FACULTY BLACK NO.	FACULTY BLACK %
84	OEC NORTH	0.0	0.00	0.0	0.00	0.0	0.00	18.00	95.00	1.00	5.00

SPECIAL CENTERS, ALL YEARS - OEC SOUTH

YEAR	SCHOOL	STUDENTS WHITE NO.	STUDENTS WHITE %	STUDENTS BLACK NO.	STUDENTS BLACK %	STUDENTS OTHER NO.	STUDENTS OTHER %	FACULTY WHITE NO.	FACULTY WHITE %	FACULTY BLACK NO.	FACULTY BLACK %
84	OEC SOUTH	0.0	0.00	0.0	0.00	0.0	0.00	12.00	80.00	3.00	20.00

SPECIAL CENTERS, ALL YEARS - OPEN CAMPUS

YEAR	SCHOOL	STUDENTS WHITE NO.	STUDENTS WHITE %	STUDENTS BLACK NO.	STUDENTS BLACK %	STUDENTS OTHER NO.	STUDENTS OTHER %	FACULTY WHITE NO.	FACULTY WHITE %	FACULTY BLACK NO.	FACULTY BLACK %
86	OPEN CAMPUS	366.0	50.20	349.0	47.90	14.0	1.90	32.00	76.00	10.00	24.00

PAGE: 31

SPECIAL CENTERS, ALL YEARS - OPEN CAMPUS EAST

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
75	OPEN CAMPUS EAST	267.0	88.10	36.0	11.90	0.0	0.00	13.00	93.00	1.00	7.00
76	OPEN CAMPUS EAST	260.0	82.50	53.0	16.80	2.0	0.60	0.00	0.00	0.00	0.00
77	OPEN CAMPUS EAST	310.0	86.60	45.0	12.60	3.0	0.80	14.00	88.00	2.00	12.00
78	OPEN CAMPUS EAST	308.0	77.40	88.0	22.10	2.0	0.50	0.00	0.00	0.00	0.00
79	OPEN CAMPUS EAST	419.0	75.00	134.0	24.00	6.0	1.10	0.00	0.00	0.00	0.00
80	OPEN CAMPUS EAST	508.0	69.40	270.0	34.50	5.0	0.60	0.00	0.00	0.00	0.00
81	OPEN CAMPUS EAST	464.0	66.30	233.0	33.30	3.0	0.40	0.00	0.00	0.00	0.00
82	OPEN CAMPUS EAST	412.0	60.10	264.0	38.50	10.0	1.50	30.00	82.00	6.50	18.00
83	OPEN CAMPUS EAST	371.0	57.00	278.0	42.70	2.0	0.30	0.00	0.00	0.00	0.00
84	OPEN CAMPUS EAST	334.0	59.00	222.0	39.30	9.0	1.60	29.50	83.00	6.00	17.00

PAGE: 32

SPECIAL CENTERS, ALL YEARS - OPEN CAMPUS WEST

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
75	OPEN CAMPUS WEST	462.0	93.70	27.0	5.50	4.0	0.80	22.00	96.00	1.00	4.00
76	OPEN CAMPUS WEST	446.0	93.70	28.0	5.90	2.0	0.40	0.00	0.00	0.00	0.00
77	OPEN CAMPUS WEST	401.0	90.10	35.0	7.90	9.0	2.00	19.00	86.00	3.00	14.00
78	OPEN CAMPUS WEST	378.0	91.10	33.0	8.00	4.0	1.00	0.00	0.00	0.00	0.00
79	OPEN CAMPUS WEST	304.0	86.40	41.0	11.60	7.0	2.00	0.00	0.00	0.00	0.00
80	OPEN CAMPUS WEST	391.0	81.10	80.0	16.60	11.0	2.30	0.00	0.00	0.00	0.00
81	OPEN CAMPUS WEST	304.0	66.40	135.0	29.50	19.0	4.10	0.00	0.00	0.00	0.00
82	OPEN CAMPUS WEST	253.0	56.90	158.0	35.50	34.0	7.60	215.00	81.00	5.00	19.00
83	OPEN CAMPUS WEST	200.0	53.10	146.0	38.70	31.0	8.20	0.00	0.00	0.00	0.00
84	OPEN CAMPUS WEST	218.0	53.80	171.0	42.20	16.0	4.00	20.50	76.00	6.50	24.00
85	OPEN CAMPUS WEST	279.0	42.30	351.0	53.30	29.0	4.40	0.00	0.00	0.00	0.00

PAGE: 33

SPECIAL CENTERS, ALL YEARS - PSYCHOLOGICAL SVCS

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
82	PSYCHOLOGICAL SVCS	0.0	0.00	0.0	0.00	0.0	0.00	19.00	70.00	8.00	30.00
83	PSYCHOLOGICAL SVCS	0.0	0.00	0.0	0.00	0.0	0.00	22.00	70.00	9.50	30.00
84	PSYCHOLOGICAL SVCS	0.0	0.00	0.0	0.00	0.0	0.00	18.00	67.00	9.00	33.00

PAGE: 34

SPECIAL CENTERS, ALL YEARS - READING CTR

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
84	READING CTR	0.0	0.00	0.0	0.00	0.0	0.00	9.00	64.00	5.00	36.00

PAGE: 35

SPECIAL CENTERS, ALL YEARS - ROBERT SHAW CTR

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
71	ROBERT SHAW CTR	0.0	0.00	0.0	0.00	0.0	0.00	4.00	100.00	0.00	0.00
73	ROBERT SHAW CTR	0.0	0.00	0.0	0.00	0.0	0.00	4.00	100.00	0.00	0.00
74	ROBERT SHAW CTR	73.0	54.90	59.0	44.40	1.0	0.80	9.00	100.00	0.00	0.00
75	ROBERT SHAW CTR	45.0	45.90	53.0	54.10	0.0	0.00	3.00	75.00	1.00	25.00
76	ROBERT SHAW CTR	0.0	0.00	0.0	0.00	0.0	0.00	3.00	75.00	1.00	25.00

PAGE: 36

SPECIAL CENTERS, ALL YEARS - ROBERT SHAW SYSTEM

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
70	ROBERT SHAW SYSTEM	0.0	0.00	0.0	0.00	0.0	0.00	68.00	92.00	8.00	8.00
71	ROBERT SHAW SYSTEM	0.0	0.00	0.0	0.00	0.0	0.00	77.00	94.00	5.00	6.00
72	ROBERT SHAW SYSTEM	0.0	0.00	0.0	0.00	0.0	0.00	116.00	93.00	9.00	7.00
73	ROBERT SHAW SYSTEM	0.0	0.00	0.0	0.00	0.0	0.00	118.00	94.00	7.00	6.00
74	ROBERT SHAW SYSTEM	0.0	0.00	0.0	0.00	0.0	0.00	106.00	95.00	6.00	5.00
75	ROBERT SHAW SYSTEM	0.0	0.00	0.0	0.00	0.0	0.00	99.00	93.00	7.00	7.00
76	ROBERT SHAW SYSTEM	58.0	47.20	65.0	52.80	0.0	0.00	101.00	91.00	10.00	9.00
77	ROBERT SHAW SYSTEM	0.0	0.00	0.0	0.00	0.0	0.00	59.00	88.00	8.00	12.00
79	ROBERT SHAW SYSTEM	0.0	0.00	0.0	0.00	0.0	0.00	124.00	90.00	14.00	10.00
80	ROBERT SHAW SYSTEM	0.0	0.00	0.0	0.00	0.0	0.00	84.00	86.00	14.00	14.00

PAGE: 37

SPECIAL CENTERS, ALL YEARS - S DEK CHILD CTR

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
70	S DEK CHILD CTR	0.0	0.00	0.0	0.00	0.0	0.00	14.00	93.00	1.00	7.00
71	S DEK CHILD CTR	0.0	0.00	0.0	0.00	0.0	0.00	14.00	93.00	1.00	7.00
72	S DEK CHILD CTR	0.0	0.00	0.0	0.00	0.0	0.00	15.00	94.00	1.00	6.00
73	S DEK CHILD CTR	0.0	0.00	0.0	0.00	0.0	0.00	16.00	94.00	1.00	6.00
74	S DEK CHILD CTR	29.0	46.00	34.0	54.00	0.0	0.00	13.00	93.00	1.00	7.00
75	S DEK CHILD CTR	29.0	46.00	34.0	54.00	0.0	0.00	16.00	94.00	1.00	6.00
76	S DEK CHILD CTR	35.0	51.50	33.0	48.50	0.0	0.00	14.00	88.00	2.00	12.00
77	S DEK CHILD CTR	19.0	55.90	15.0	44.10	0.0	0.00	13.00	87.00	2.00	13.00
78	S DEK CHILD CTR	27.0	58.70	19.0	41.30	0.0	0.00	0.00	0.00	0.00	0.00

PAGE: 38

SPECIAL CENTERS, ALL YEARS - SCOTTDALE PRE ADULT

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
70	SCOTTDALE PRE ADULT	0.0	0.00	0.0	0.00	0.0	0.00	5.00	100.00	0.00	0.00
71	SCOTTDALE PRE ADULT	0.0	0.00	0.0	0.00	0.0	0.00	7.00	100.00	0.00	0.00
72	SCOTTDALE PRE ADULT	0.0	0.00	0.0	0.00	0.0	0.00	10.00	100.00	0.00	0.00
73	SCOTTDALE PRE ADULT	0.0	0.00	0.0	0.00	0.0	0.00	10.00	100.00	0.00	0.00
74	SCOTTDALE PRE ADULT	86.0	85.10	15.0	14.90	0.0	0.00	3.00	75.00	1.00	25.00
75	SCOTTDALE PRE ADULT	79.0	82.30	16.0	16.70	1.0	1.00	8.00	100.00	0.00	0.00
76	SCOTTDALE PRE ADULT	85.0	81.70	18.0	17.30	1.0	1.00	8.00	100.00	0.00	0.00
77	SCOTTDALE PRE ADULT	81.0	75.70	25.0	23.40	1.0	0.90	8.00	89.00	1.00	11.00

SPECIAL CENTERS, ALL YEARS - SEXTON WOODS

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
75	SEXTON WOODS	0.0	0.00	0.0	0.00	0.0	0.00	3.00	60.00	2.00	40.00
76	SEXTON WOODS	0.0	0.00	0.0	0.00	0.0	0.00	3.00	60.00	2.00	40.00

SPECIAL CENTERS, ALL YEARS - SEXTON WOODS CTR

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
75	SEXTON WOODS CTR	101.0	76.50	24.0	18.20	7.0	5.30	58.00	92.00	5.00	8.00
76	SEXTON WOODS CTR	146.0	79.30	36.0	19.60	2.0	1.10	15.00	100.00	0.00	0.00
77	SEXTON WOODS CTR	54.0	81.80	12.0	18.20	0.0	0.00	22.00	96.00	1.00	4.00
78	SEXTON WOODS CTR	40.0	90.90	4.0	9.10	0.0	0.00	0.00	0.00	0.00	0.00
79	SEXTON WOODS CTR	43.0	91.50	2.0	4.30	2.0	4.30	20.00	93.00	1.50	7.00
80	SEXTON WOODS CTR	0.0	0.00	0.0	0.00	0.0	0.00	23.00	96.00	1.00	4.00
81	SEXTON WOODS CTR	0.0	0.00	0.0	0.00	0.0	0.00	23.00	81.00	5.50	19.00
82	SEXTON WOODS CTR	0.0	0.00	0.0	0.00	0.0	0.00	21.00	78.00	6.00	22.00
83	SEXTON WOODS CTR	0.0	0.00	0.0	0.00	0.0	0.00	29.00	83.00	6.00	17.00
84	SEXTON WOODS CTR	0.0	0.00	0.0	0.00	0.0	0.00	30.00	86.00	5.00	14.00
85	SEXTON WOODS CTR	0.0	0.00	0.0	0.00	0.0	0.00	26.00	76.50	8.00	23.50

SPECIAL CENTERS, ALL YEARS - TUCKER CHILD CTR

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
70	TUCKER CHILD CTR	0.0	0.00	0.0	0.00	0.0	0.00	3.00	100.00	0.00	0.00
71	TUCKER CHILD CTR	0.0	0.00	0.0	0.00	0.0	0.00	4.00	100.00	0.00	0.00
72	TUCKER CHILD CTR	0.0	0.00	0.0	0.00	0.0	0.00	4.00	100.00	0.00	0.00
73	TUCKER CHILD CTR	0.0	0.00	0.0	0.00	0.0	0.00	4.00	100.00	0.00	0.00
74	TUCKER CHILD CTR	31.0	93.90	2.0	6.10	0.0	0.00	4.00	100.00	0.00	0.00

SPECIAL CENTERS, ALL YEARS - VICTORIA SIMMONS

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
70	VICTORIA SIMMONS	0.0	0.00	0.0	0.00	0.0	0.00	2.00	100.00	0.00	0.00
71	VICTORIA SIMMONS	0.0	0.00	0.0	0.00	0.0	0.00	1.00	50.00	1.00	50.00
73	VICTORIA SIMMONS	0.0	0.00	0.0	0.00	0.0	0.00	2.00	100.00	0.00	0.00
74	VICTORIA SIMMONS	24.0	88.80	2.0	7.40	1.0	3.70	2.00	100.00	0.00	0.00
75	VICTORIA SIMMONS	45.0	64.30	24.0	34.30	1.0	1.40	2.00	67.00	1.00	33.00
76	VICTORIA SIMMONS	0.0	0.00	0.0	0.00	0.0	0.00	2.00	67.00	1.00	33.00

PAGE: 43

SPECIAL CENTERS, ALL YEARS - WESLEY CHAPEL

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
79	WESLEY CHAPEL	0.0	0.00	0.0	0.00	0.0	0.00	15.00	88.00	2.00	12.00
80	WESLEY CHAPEL	0.0	0.00	0.0	0.00	0.0	0.00	16.00	84.00	3.00	16.00
81	WESLEY CHAPEL	0.0	0.00	0.0	0.00	0.0	0.00	18.50	77.00	5.50	23.00
82	WESLEY CHAPEL	0.0	0.00	0.0	0.00	0.0	0.00	17.50	76.00	5.50	24.00
83	WESLEY CHAPEL	0.0	0.00	0.0	0.00	0.0	0.00	16.50	66.00	8.50	34.00
84	WESLEY CHAPEL	0.0	0.00	0.0	0.00	0.0	0.00	16.50	67.00	8.00	33.00
85	WESLEY CHAPEL	0.0	0.00	0.0	0.00	0.0	0.00	17.00	66.70	8.50	33.30

PAGE: 44

SPECIAL CENTERS, ALL YEARS - WRITING CTR

YEAR	SCHOOL	STUDENTS WHITE NO.	WHITE %	BLACK NO.	BLACK %	OTHER NO.	OTHER %	FACULTY WHITE NO.	WHITE %	BLACK NO.	BLACK %
84	WRITING CTR	0.0	0.00	0.0	0.00	0.0	0.00	6.00	67.00	3.00	33.00
84	WRITING CTR	0.0	0.00	0.0	0.00	0.0	0.00	9.00	82.00	2.00	18.00

DEFENDANT'S EXHIBIT 60

SUMMARY OF SCHOOL BOUNDARY CHANGE EFFECTS,
1969 TO 1986

PREDOMINATELY WHITE SCHOOLS	
No significant effects[a]	133
Significant desegregative effects	0
Significant segregative effects	0
PREDOMINATELY BLACK SCHOOLS	
No significant effects	13
Significant desegregative effects	0
Significant segregative effects	0
MIXED SCHOOLS[b]	
No significant effects	16
Significant desegregative effects	5
Significant segregative effects	1[c]
Both segregative and desegregative effects	2[d]
TOTAL CHANGES	170

NOTES:

[a] Significant means a school would change in a segregative or desegregative direction by more than 5 percentage points

[b] One school has 20-50% black, or one school is predominately white and one predominately black

[c] Columbia to Rainbow in 1977

[d] Clifton-Meadowview-Boulderc rest in 1974, Indian Creek to Mclendon in 1986

DEFENDANT'S EXHIBIT 61

FACULTY RACIAL BALANCE IN THE
DEKALB COUNTY SCHOOLS
FALL, 1986

Student Composition	Average Percent Black Faculty	
	Elementary	High Schools
0-25% Black	23%	25%
26-50% Black	24%	27%
51-75% Black	30%	27%
76-99% Black	33%	32%
All Schools	28%	27%

SCHOOLS DEVIATING FROM A BROAD FACULTY BALANCE STANDARD *

Elementary standard is 13 to 43% black: No schools

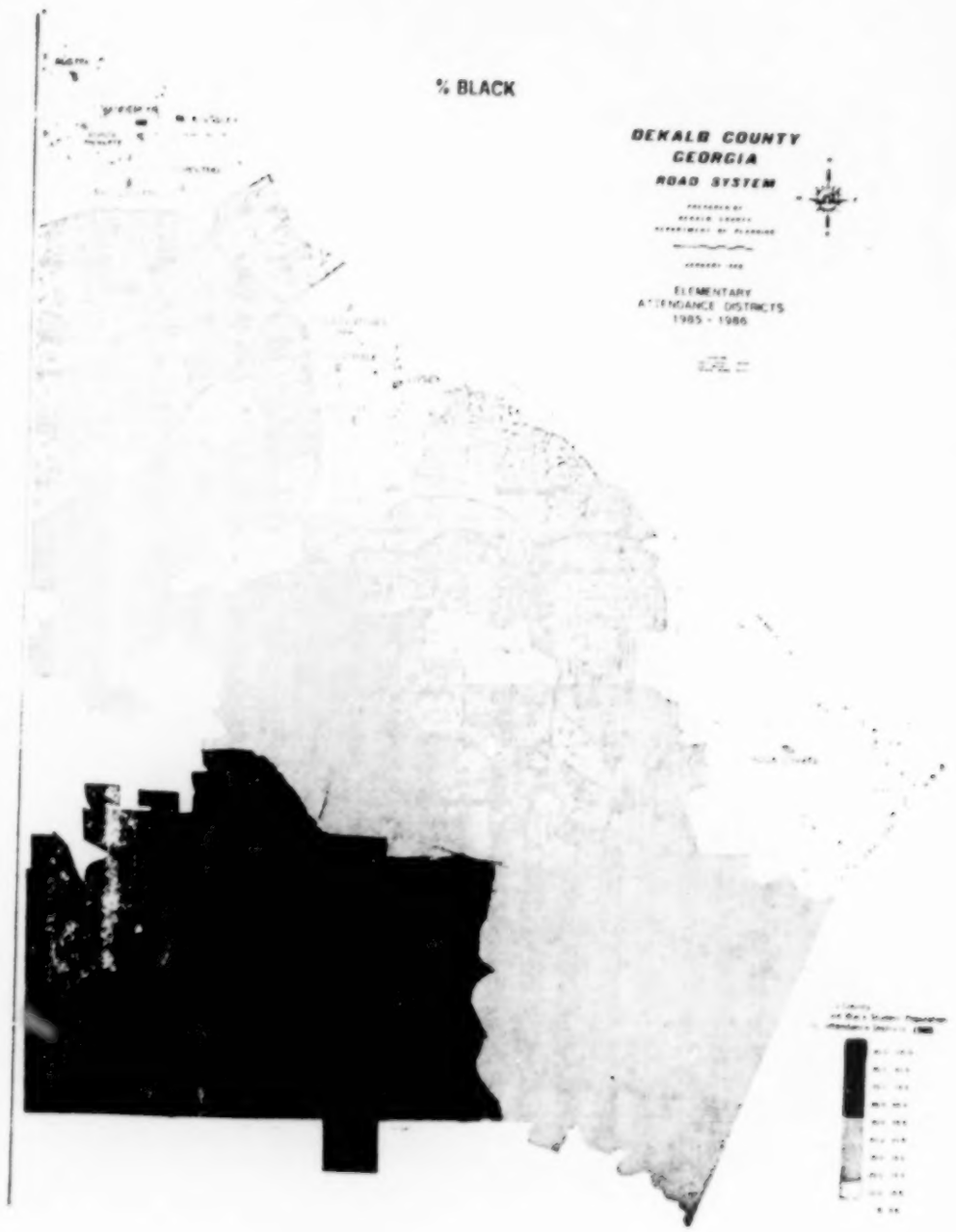
High School standard is 17 to 37% black: No schools

SCHOOLS DEVIATING FROM A NARROW FACULTY BALANCE STANDARD *

School	Percent Black	No. of Teachers Requiring Shift to Attain Balance
Elementary standard is 18 to 38% black:		
Austin	13%	2
Hightower	14%	1
Laurel Ridge	16%	1
Kingsly	17%	1
Terry Mill	41%	1
Gresham Park	43%	2
High School standard is 22 to 32% black:		
Columbia	35%	3
Gordon	35%	2
TOTALS	8 Schools	13 Teachers

* The broad standard is the district-wide percent black plus or minus 15% for elementary and plus or minus 10% for high schools; the narrow standard is plus or minus 10% for elementary and plus or minus 5% for high schools. These standards allow for greater variability for elementary schools due to smaller faculties.

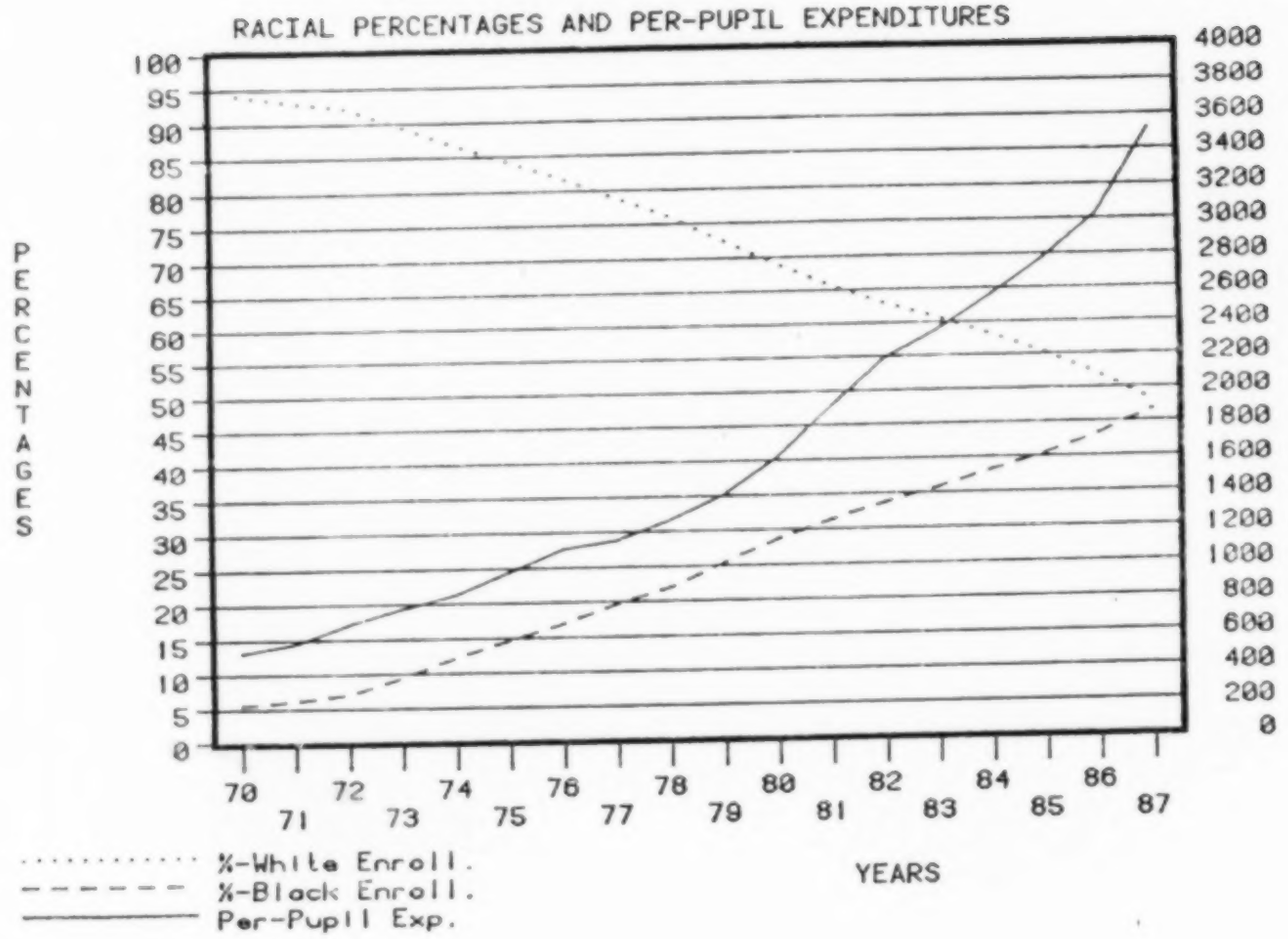
DEFENDANT'S EXHIBIT 73



DEFENDANT'S EXHIBIT 216

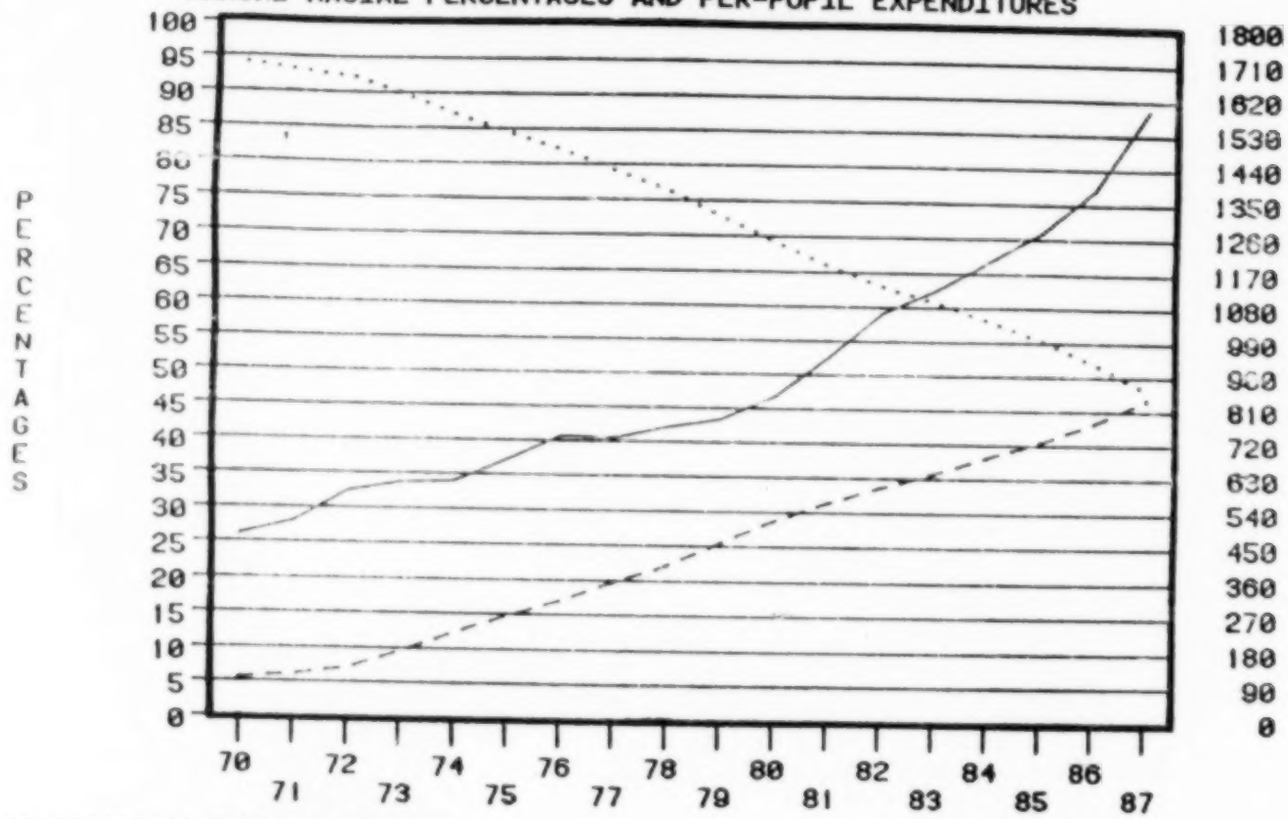
DEKALB COUNTY SCHOOL SYSTEM

RACIAL PERCENTAGES AND PER-PUPIL EXPENDITURES



DEKALB COUNTY SCHOOL SYSTEM

ANNUAL RACIAL PERCENTAGES AND PER-PUPIL EXPENDITURES



PER PUPIL EXP ADJUSTED FOR INFLATION

DEFENDANT'S EXHIBIT 222